

The International Journal of Development Education and Global Learning

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Contents

- Editorial** 3
Douglas Bourn
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- What Do We Ask of Global Citizenship Education? A Study of
Global Citizenship Education in a Canadian University** 5
Lynette Shultz, University of Alberta, Canada
- De-centering and Re-visioning Global Citizenship
Education Abroad Programs** 23
Shelane Jorgenson, University of Alberta, Canada
- Analysis of Views on the Development of Education for
Sustainable Development and Global Citizenship Policy in Wales** 39
David Norcliffe, School of Education, University of Wales, Newport (UK)
Sheila Bennell, College of Education and Lifelong Learning,
Bangor University (UK)
- Book Reviews** 59
Son Gyoh
Ros Wade

The International Journal of Development Education and Global Learning

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The International Journal of Development Education and Global Learning Editorial

This issue continues the themes from the past two issues of the Journal. Firstly, what is meant by global citizenship education is addressed in relation to higher education through two different approaches from academics from the University of Alberta in Canada. Secondly, the article on the development of the strategy for Education for Sustainable Development and Global Citizenship in Wales continues the debates from previous issues about policy initiatives that directly relate to development education and global learning.

Lynette Shultz's study on Global Citizenship Education in the context of a Canadian university compliments discussion in the last issue of the Journal by Andreotti *et al* (2010). Global Citizenship as a term has become used within higher education institutions in a number of industrialised countries as a way of addressing the capabilities and skills graduates will need to live and work in a global economy (Jones, 2010; Stearns, 2009; Unterhalter and Carpentier, 2010). Whilst the interpretation of the term may mean a number of different things, ranging from social mobility to intercultural understanding, there is evidence that many universities are recognising that learning in a global society necessitates more than just skills to adapt to globalisation. Shultz goes further than many academics that have engaged in these debates by recognising the need for students to engage with a range of voices, worldviews, differing social realities and concepts of social justice.

Shelane Jorgenson's article uses a post-colonial framework to analyse the experiences and reflections of six students who participated in the University of Alberta's Global Citizenship Education programme in Thailand. Her article compliments discussions in the previous two issues of the Journal that have looked at study visits to developing countries (Davies and Lam, 2010; Chaput, O'Sullivan, Arnold, 2010). All of these articles recognise the issues that visits of this type raise, particularly in terms of reproducing notions of dependency and inter-cultural understanding, as well as the need to move beyond colonial mentalities towards notions of social justice.

David Norcliffe and Sheila Bennell's article reviews the impact of the Welsh Assembly Government's programme on Education for Sustainable Development and Global Citizenship. Their paper compliments earlier articles in the Journal from Norway (Nygaard, 2009) and Austria (Forghani-Arani and Hartmeyer, 2010). Drawing on evidence from interviews with key stakeholders, Norcliffe and Bennell note the positive impact of the strategy, particularly in relation to wider questions regarding education and social change. An analysis of the strategy in Wales is very important for the discourses around development education and global learning because it is one of the few that has been constructed and implemented by a coalition of stakeholders. The strategy is also unique in giving equal weight to global and sustainability agendas.

All three articles also address wider questions that this Journal was created to address, including identifying theoretical influences for development education and global learning. Numerous contributors to this Journal, for instance, have noted the importance of recognising postcolonial theory in terms of reflecting upon practices in both the Global North and the Global South. Jorgenson contributes to this discussion by taking a postcolonial lens to her study of students in Thailand. However, she also notes the need to recognise the influence of personal experience in terms of transforming thinking and viewpoints.

Shultz's study is also theoretically important for the debates on development education and global learning for two main reasons. Firstly it outlines a typology for Global Citizenship Education and secondly it uses the approach of 'deliberative dialogues' as a mechanism for encouraging critical reflection.

Norcliffe and Bennell's article addresses, from a constructivist approach, the important role that communities of practice have played in securing educational change. Development education and global learning have historically emerged from the practices of communities of educators, often located within non-governmental organisations. Their study recognises that if a number of factors are in place, such communities of practice can achieve change within education despite political and ideological obstacles.

All of these articles demonstrate the continuing strategic relevance of the traditions of development education and global learning as approaches to help learners make sense of their engagement with wider world issues and the most appropriate mechanisms for delivering this issues within educational institutions, be they schools, colleges or universities.

Douglas Bourn

Editor

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