

The International Journal of Development Education and Global Learning

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Printed in Great Britain by 4edge Limited, Hockley

The International Journal of Development Education and Global Learning

Volume 4 Number 1 2012

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The International Journal of Development Education and Global Learning

The International Journal of Development Education and Global Learning was founded at the Development Education Research Centre at the Institute of Education, University of London under its Director, Douglas Bourn, in October 2008. This new internationally refereed journal publishes the outcomes of research and current debates on development education and related concepts such as global learning, global education and global citizenship. It is published three times a year (October/February/June).

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Subscriptions

The International Journal of Development Education and Global Learning is published by Trentham Books at an annual subscription for three termly issues.

Institutions: £60.00 (UK), £70.00, \$105, €84 (overseas)

Private addresses: £42.00 (UK), £52.00, \$78, €62.50
(overseas)

Back issues: £21.00, \$31.50, €25.50

ISSN 1756-526X (print)

ISSB 1756-5278 (online)

Print and Online Subscriptions

£188, \$282, €226 Institutions only.

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The International Journal of Development Education and Global Learning **Editorial**

This is the tenth issue of the International Journal of Development Education and Global Learning. The Journal was established in 2008 with the aim of acting as the focus for research and debate on development education and global learning from around the world. We have been very pleased with the progress we have made with the Journal to date with three issues per year and aiming to cover both more theoretically reflective articles as well as material that summarises existing research. We have also been pleased with the diversity of material that we have submitted both in terms of themes, range of authors and countries from which they come. To date of the nearly 30 articles published in the Journal, authors have come from 15 countries. If we have any disappointments to date they are the small number of articles published from African based authors. We are also keen to secure more articles based on recently completed empirical research.

This issue highlights some of the themes and trends we have addressed to date concerning relationship between development education and broader policy goals and objectives, the continuing influence of postcolonial theory within the areas of concern of the Journal and specific evidence of the impact of learning about global issues within formal education.

The first article by David Hudson and Jennifer vanHeerde Hudson from University College in London tackle the debates around understanding and engagement in international development and global poverty through an analysis of recent public attitude surveys. Their article raises important questions for both researchers and policy-makers about how these public views are measured. A key point they address is the perceived lack of understanding as to what motivates support for development aid. They also suggest that perhaps surveys and reviews of attitudes should in future look much more at the complexity and diversity of public viewpoints rather than 'the public'.

The second article by Steven Camicia from Utah State University is based on a combination of influences from queer theory and postcolonial theory as a framework for analysing curriculum frameworks for teacher education in Unites States and the Philippines. He raises the importance of creating a 'third space' for dialogue and debate for teachers. This re-inforces themes raised in previous issues of the Journal regarding the challenges learning and reflection about global issues has on the individual educator.

Finally the article from Ireland by Rowan Oberman, Fionnuala Waldron and Sheila Dillon outlines the development of a global citizenship education programme for three to six year olds. The programme, entitled *Just Children*, was created by *Education for a Just World*, a partnership between an Irish Development Non-Governmental Organisation, Tr cáire, and the Centre for Human Rights and Citizenship Education located in St Patrick's College, Drumcondra, Dublin. The programme was developed through three phases of research. The first phase examined young children's engagement with global justice issues; the second phase explored possible strategies for including global citizenship education in early childhood educational settings and the third phase tested a drafted global citizenship education programme. This article explores the key principles integral to educating for and about global justice and, responding to the results of research, as well as the early childhood education landscape, arrives at strategies for introducing global justice work into early childhood settings. This article raises important questions and debates regarding ways in which introducing a global perspective into early childhood education can be undertaken including differing methodologies and approaches based on active and open-ended learning styles.

All of these articles in different ways continue to show both the theoretical and empirical research value of development education and global learning to broader debates within education and development. At a time when many countries are questioning both their commitment to aid and development and also the relevance of learning about global issues within education, these articles continue to show the need for more research, greater theoretical clarity and above all evidence as to the importance of development education and global learning.

Douglas Bourn

Editor

Institute of Education, University of London