

Guest editorial

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Ten years ago, the *International Journal of Development Education and Global Learning* was first published. I was its editor at the time and I saw it as the first academic journal to have as its main focus development education and global learning. The establishment of the journal was a major theme of the activities of the Development Education Research Centre at the Institute of Education in London, now part of UCL, which had been launched two years earlier.

Until 2008, development education and global learning had been mainly seen as a community of educational practice led by international non-governmental organizations, with support in some countries from ministries responsible for aid and development and the European Commission. There had been, and still are, more professionally focused journals covering this area, notably *Policy and Practice* in Ireland, and *ZEP* in Germany. The only major academic publications, in the English language at least, up until 2008 were edited volumes by Audrey Osler (1994), an edited volume by David Hicks and Cathie Holden (2007), various more practice-based publications by Graham Pike and David Selby (1988) and a series of important publications in North America by Toni Fuss Kirkwood-Tucker (2009) and Merryfield (2002). While there was evidence of progress, in terms of heightened visibility of development education and global learning in 2008, compared with a decade earlier when Dr Ann McCollum (1996) in her influential doctoral thesis had posed the question 'coming in from the margins', it was still a field that had minimal academic recognition.

What was, however, a strength in 2008 was the volume of educational practice in this field, particularly in Europe with many innovative projects, well-received resource packs and considerable funding opportunities. In England, for example, at that time, the 'global dimension' was a cross-curricula theme.

A decade later, the situation has radically changed. On the negative side, in many European countries funding for development and global education has declined, although there are equally examples of continued funding and strong policy support. Some of this decline in funding is related to broader social, cultural and political pressures, such as retreat from a more global to a narrower nationalistic view. In other cases, it is due to general cutbacks in development funding.

It is in the academic and research field that one can see the major expansion of interest in development education and related areas of global education, global citizenship and global learning. This can be seen in the growth of this journal to be an internationally respected and valued publication with contributions from all over the world. There has also been the establishment of similar journals in Portugal, Spain and two in North America. Most recently, in 2017, there was the establishment of the first ever international network of academics and researchers on global education (ANGEL), which is supported by the increasingly influential Global Education Network Europe (GENE). In early 2018, this ANGEL network published a bibliography of academic and research publications over the period 2015–17. This bibliography has 450 entries with over 40 major academic books, many of which are on the theme of global citizenship,

which has come to have a major place in international discourses, mainly as a result of the leadership provided by UNESCO.

This special issue of this journal reflects the differing ways in which development education and global learning have developed and have had a wider impact within four distinct areas:

- as an international policy field (Tarozzi and Inguaggiato; Sälzer and Roczen)
- body of educational practice (Coelho *et al.*; Tallon and Milligan)
- distinctive pedagogical approach (Lang-Wojtasik; Wagener)
- current and topical education and social debates (Casali).

The first article by Christine Sälzer and Nina Roczen discusses the OECD 2018 PISA global competency framework. The mere existence of an international framework could well be argued as an important sign of progress in global learning. The article raises some of the problems that many on the development education and global learning community feel exist with this framework, in terms of its conceptualization, lack of clarity and dangers of reducing the impact of debates to outcomes of forms of testing-based assessment. The article also poses important questions about the value of international comparisons, what are the most appropriate conceptual models and what is most appropriate to review in terms of the learning of 15-year-olds.

The second article by Massimiliano Tarozzi and Carla Inguaggiato is based on research for a European Commission funded project with ten countries that reviews how foreign affairs and education ministries have supported global education, particularly in relation to primary schools. They identify several different models of policy engagement and identified the importance given in most countries to pre-service and in-service training of teachers. What was also significant was the extent to which the development of policies involved and included as stakeholders, key players from civil society and education, and above all whether there was some form of national strategy.

The next article from Portugal by Dalila Coelho, João Caramelo and Isabel Menezes, is an in-depth study in one country of NGO practitioners' views about conceptualizations and terminology, and particularly the growing usage of the term 'global citizenship'. The first key theme emerging in this article in support for the change in terminology is the discomfort with being located in a 'development' frame, although the importance of funding from the national and European aid budgets is recognized. Second, the importance of the term 'citizenship' is recognized as an indication of active engagement in society. Finally, the article poses wider questions that have been perennial themes in this journal of the importance of seeing development education as a process of learning and an approach that should be constantly evolving and adapting to changing social and educational contexts and needs.

Following on from this article, Rachel Tallon and Andrea Milligan look at the nature and role of development and global education resources in New Zealand. The production of educational materials has been the most tangible outcome of development education and global learning practices in many countries in response to the need to address teachers' insecurities and lack of experience in teaching complex social, economic and cultural questions. While the article looks in detail at some educational materials, a dominant narrative is the extent to which external influences have affected the production and development of materials. New Zealand has been a country that ten years ago had a strong tradition in the field of development education but there have been successive government funding cuts and the dominance of neo-liberal and market forces within education. Ironically, what the article notices, and

this has been mirrored in other countries such as England, is that a market-driven approach has created some spaces for NGOs to intervene and have a direct influence on teaching within the classroom.

The extent to which the global learning field can be constituted as having a distinctive pedagogical approach or approaches can be gleaned in the two articles from academics from Germany. Gregor Lang-Wojtasik's article takes a philosophical approach to addressing global learning through the influence of the work of Gandhi and suggests the term 'transformative cosmopolitan education' as demonstrating the need to look at global themes through a world society lens but also bringing in a strong humanistic element, ethical principles and the idea of personal transformation.

Marina Wagener's article, on the other hand, is much more of an empirically based article, which are the results of a research project on learning experiences of young people in Germany who sponsor a child in a developing country. This article addresses how knowledge and experience is used to construct views within the development frame. The article makes a powerful concluding point that demonstrates the importance of a distinctive pedagogical approach that refers to how young people talk about a topic and their orientation to the subject they are learning. This article also raises wider debates about the extent to which development education and global learning is a normative field of educational practice with an assumption that mere exposure and awareness to global issues and global poverty in particular can lead to forms of action and social engagement.

The final article from Rachel Casali from the UK looks at how debates within development education, in this case global citizenship, are relevant to how adult migrants and refugees see themselves and their positionality. This article touches on current wider political topics that are relevant throughout Europe and North America on identity in the context of ever-changing global societies. While much of this debate has focused on how the indigenous population has responded to changes in the social and cultural composition of communities, this article addresses directly the views of the migrants and refugees themselves. What it shows is that their response is complex and, while they can see a connection between their own sense of identity and being a global citizen, some of the views expressed in the article suggest that this is perhaps more aspirational as many refugees feel powerless and excluded from society and are not seen as 'citizens'.

As can be seen in the articles in this issue, development education and global learning has come a long way since 2008. Today, there is research taking place around the world, and articles and material being published, that is conceptual and theoretical and empirical. There are still, and probably always will be, debates around terminology. The nature of the field and its relationship to policymakers means that there will be an ongoing tension between the agendas of governments and practitioners and the approaches taken by researchers. But what, above all, is important is that – in the world of Trump and Brexit, and with increases in nationalistic and xenophobic views across the globe – never has there been a greater need for education to have at its heart a value base of social justice and a belief in the importance of a global outlook.

Notes on the contributor

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