

The International Journal of Development Education and Global Learning

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The International Journal of Development Education and Global Learning

The International Journal of Development Education and Global Learning has been founded at the Development Education Research Centre at the Institute of Education, University of London under its Director, Douglas Bourn. 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) starting October 2008.

Editorial correspondence should be addressed to
d.bourn@ioe.ac.uk

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The International Journal of Development Education and Global Learning Editorial

This inaugural issue of the *International Journal of Development Education and Global Learning* (IJDEGL) is the fruit of labour and imagination of its editor, Dr. Douglas Bourn, Director of the Development Education Research Centre (DERC) at the Institute of Education, University of London, the international scholars who comprise the Editorial Board, and staff within the Institute of Education with the support of Trentham Books.

To reflect the international flavour of the journal this first issue has been edited by a Brazilian-American, an Indian and an English person.

We hope that the IJDEGL will become fruitful ground for the expression and discussion of theory and practice in development education, including learning and teaching about issues of global consequence. We regard development education as an undercurrent of ideas concerning education and pedagogy reflecting enduring human values of democracy and social responsibility, in particular related to elimination of global poverty and the guardianship of our environment. We understand and uphold the budding ideal of sustainability and corresponding educational practices in formal and popular education. We believe in bringing together doers and thinkers from the North and the South; from the East and the West; voices from all who care deeply for humanity and the Earth; standing for the construction of human societies that produce, exchange, and live with each other according to principles of equity, global civility, and peace.

This first issue includes three articles that reflect the need for debate and dialogue on the theory of development education.

In *Development education: towards a re-conceptualisation*, Douglas Bourn traces the field of development education from its beginnings in the UK in the work of Non-Governmental Organisations (NGOs), from the need to educate the public to secure the legitimacy of aid to development projects in poorer nations to its expansion to the interrelated pursuits internationally of global education, global citizenship and global learning. He further examines the interconnection of development education and the underlying topics of globalisation, education for sustainability, and the knowledge and learning society, with new scholarship by Andreotti, Asbrand, Forghani-Arani, Hertmeyer, and Scheunpflug. Bourn concludes with a statement that sets development education on a clearly critical and democratic path:

There should be critical dialogue and debate and space for a range of voices, views and perspectives. Development Education needs to recognise that education must move from uncritical to critical understanding, from personal to global being, from inaction to action and from static to development in its broadest sense.

In *Translating theory into practice and walking minefields: lessons from the project 'Through Other Eyes'*, Brazilian scholars Vanessa Andreotti, who completed graduate studies in the UK and is a member of the faculty at the University of Canterbury in New Zealand, and Lynn Mario T M de Souza, from the University of Sao Paulo, give readers the

opportunity to learn about critical literacy. The Through Other Eyes activities, based on postmodern and postcolonial theories, empowers teachers with skills to 'read the world' in and out of the classroom. With six apt metaphors, participants learn about identities 'written' within social settings; how, like fingers of a hand, differences are important sources of learning; that each of us, walking in our own shoes, gain from entertaining what it means to be in each other's 'shoes', that is, understanding social locations; how certain lenses which we learn to use help us participate in colonising the other; the scales of worth leading us to treat others in discriminatory ways; finally, the kinds of dialogue possible from the perspectives of three animals of the Incan mythology, the condor, the snake and the jaguar. Reflectively, the authors follow up with an account to share the 'minefields' – political challenges – they faced as lead members of the TOE teams, comprised of individuals from indigenous and Western backgrounds. They conclude,

To meet the challenges of the 21st century ... development education will need to challenge its boundaries, become self-reflexive, diversify its constituency, raise its professional profile, operate inter-disciplinarily, focus on the interface between development and culture, articulate the connections between theories and practices and, in accountable ways, face the challenge of walking the minefields.

From Jawaharlal Nehru University in New Delhi, India, Ajay Kumar offers readers *Development education and dialogical learning in the 21st Century*, a rich text weaving theoretical traditions of East and West. Kumar's strong stance counters neoliberal globalisation's shaping of education, demanding that humanist educators continue to reassert democratic and critical traditions. He draws on Dewey, Freire, Giroux, and Habermas, Vygotsky and Gandhi to call for a dialogical approach to learning, and uses five principles of development education: political and democratic vision based on diversity; attention to the relationship between pedagogy and the political; and between pedagogy and visions of the future; the call to challenge pedagogical practices, including its own; and commitment to address real social needs.

To demonstrate that many of the current debates within development education are not new, Don Harrison demonstrates, through a review of England's first development education organisation, that issues such as the relationship of learning and action, participatory methodologies and securing mainstream education support were major challenges in the 1970s in the same way that they are today.

Finally, in recognition of the wealth of practice taking place, we are publishing what we hope will be occasional reports of work of non-governmental organisations. Barbara Lowe's paper outlines challenges in promoting understanding of Africa in UK schools.

We hope that readers will be informed and challenged by the content expressed in this first issue of the IJDEGL. We encourage authors from around the globe to send us articles addressing theories and practices of development education and global learning to enrich our knowledge of the issues through the exchange of information about our praxis everywhere.

Douglas Bourn, Tania Ramalho, Namrata Sharma
London and Rio de Janeiro, July 2008