

The International Journal of Development Education and Global Learning

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**Special Issue: The Practice of Non-Governmental
Organisations in Development Education**

Editorial 3

Douglas Bourn

Institute of Education, University of London, (UK)

**Emotion and Agency within NGO Development
Education: what is at work and what is at
stake in the classroom?** 5

Rachel Tallon

Victoria University of Wellington, (New Zealand)

**Investigating the use of communities of
practice to implement global education in
Finnish basic education** 23

Anna-Kaisa Pudas

University of Oulu, Department of Education, Oulu, (Finland)

**Plan UK and Development Education –
the contribution of an international development
organisation to learning and understanding
about global and development issues** 45

Douglas Bourn

Institute of Education, University of London, (UK)

Miriam Kybird

Book Reviews 64

Tania Ramalho

Setsuko Nakayama

The International Journal of Development Education and Global Learning

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The International Journal of Development Education and Global Learning Editorial

This special issue on The Practice of Non-Governmental Organisations in Development Education takes forward themes raised in earlier issues that posed questions regarding the relationship of theory to practice.

Non-governmental organisations, particularly the larger development and aid agencies around the world have played a major role in shaping the landscape and the nature of the practice of development education. Whilst many of these agencies claim to be radical and about social change, their practices and approach as all of these articles pose tend to re-enforce dominant notions about development.

Rachel Tallon from New Zealand notes these themes. She looks at two interlinked aspects of NGO material, the use of emotion to encourage social action, and the centrality of the Northern student as part of that action. Using empirical research, Tallon demonstrates how these two aspects can arise when a traditional development framework is used when teaching about global inequalities and social justice. The article goes on to look at how the mix of emotion and agency is affected by power relations in a school classroom.

Anna-Kaisa Pudas from the University of Oulu in Finland looks at global education practice in Finland through the lens of social learning theory, particularly the concept of 'communities of practice'. She notes the development of a Global Education strategy in Finland and analyses data from practice in a comprehensive school in Finland. Key to her article are the challenges that practitioners face in introducing global education themes within the classroom mainly as a result of a lack of training, appropriate resources and relevant support structures.

Douglas Bourn from the Institute of Education and Miriam Kybird reflect on research they have conducted for Plan UK and their development education programmes. This NGO closed down its development education team in 2011. The article notes the challenges and contradictions implicit in how a development NGO measures the impact of its development education work, particularly in relation to broader development themes.

All three articles raise the importance of evaluation and impact of development education programmes. What they all show is the need to assess this practice within broader educational and learning goals.

All articles also demonstrate the challenges that a development organisation has in engaging in development education practice with a perceived radical edge but yet

in practice has to operate within the constraints of formal education systems. Pudas in her article recommends that development education and global learning should be evaluated against its domain, its community and its practice.

These themes will aim to be developed further in forthcoming issues of the Journal through more case studies and examples of practice from different countries around the world

Douglas Bourn
Institute of Education