

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 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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The International Journal of Development Education and Global Learning Editorial

This fourth issue of the Journal brings together perspectives from Germany, New Zealand and Norway. While the articles cover a range of different issues and areas, running through all of them are common themes around the value of reflection, the need for effective evaluation, and the importance of using lessons from the past to inform current and future practice.

Joanna Kidman's paper, for example, explores the cosmopolitan and imperial underpinnings of Maori development education in New Zealand during the late colonial period. She argues that the impact of these philosophies led to a hybridised form of education that fitted local social and economic conditions, and that this continues to reproduce a form of learning that has significant implications for local indigenous communities. An earlier version of her paper was presented at a major conference in London in 2008 under the theme 'Shifting Margins, Shifting Centres' which explored themes related to development education from UK and New Zealand perspectives. Key to the themes emerging at this conference was the need to recognise the continuously changing nature of locations of, and influences on, learning. The issues raised in her paper on the role of indigenous knowledges and the influences of neo-colonialism are central to contemporary debates about the potential contributions of development education to broader debates on role of learning.

Arnfinn Nygaard reviews the impact of development education on understandings of development in Norway over the past decade. Norway has had a strong commitment to international development for more than thirty years and this has can be seen in both its international aid commitments as well as in the levels of support and funding which have been given to development education and awareness raising (DEAR). In his paper, he conducts a 'retrospective baseline analysis' of DEAR policies and activities in Norway in order to assess their results over time. As a result, he identifies a significant shift in understandings of development, particularly amongst young people, from one of 'aid fatigue' in the mid-1990s to a more recent recognition of global interdependence and the contribution of social justice to development efforts. He also notes, however, that despite such changes, there is still strong evidence of traditional paternalistic views about aid and development within Norwegian society.

The third article, by Annette Scheunpflug, Claudia Bergmüller and Gregor Lang-Wojtasik, is based on a major evaluation and research project on global learning among people over the age of sixty years in Germany. As the authors note, this is an area where there has been very little research until now, and their findings underline the continued importance of learning and educational opportunities for this age group. One of the main research instruments used by the project was an evaluation of a range of training events aimed at these so-called 'third age' learners. The research suggests that, at a time when fewer and fewer resources are being devoted to the educational needs of this age

group, there is in fact a need for many more training opportunities. Furthermore, the importance of these learners' own personal experiences needs to be recognised in any form of global learning aimed at them.

All of the themes addressed in this issue are part of an ongoing desire by the Journal to promote and disseminate the outcomes of research and debate on the continuously changing relationships between development education and global learning, and their contributions to broader educational and development goals. What all three of the articles clearly identify is the need for more analysis of this area of practice, not just in terms of efficiency and effectiveness but also its broader contributions to learning and the needs of communities and societies throughout the world.

A number of these and related issues were also addressed recently at a major international conference on 'Moving from Evaluation to Research' which was held at the National University of Ireland, Galway in October 2009¹. A report of this conference by Sally Issler is provided within this issue. Some of the presentations and papers given at that conference are now being re-worked for publication in this Journal, and so we look forward to continuing these discussions in the future.

Douglas Bourn

Nicole Blum

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The editors would like to thank Elspeth Cardy and Liam Wegimont for help in editing articles within this issue.

¹ See http://www.nuigalway.ie/dern/conf_criticaldeved.html.