

International Journal of Development Education and Global Learning

Editorial

This issue contains four articles on two themes of importance in the field of global learning, particularly in the context of the newly agreed Sustainable Development Goals: Education for Sustainable Development and Global Citizenship Education. We bring these two related areas of education together to consider their contributions and also to reflect on the connections between them.

Colin Bangay and Emily Balls offer two different country perspectives on education for sustainable development (ESD). Bangay's article looks at ESD in India and has climate change as a central concern. He argues that education's ultimate contribution to sustainable development will come through both individual and societal behaviour change, for example strengthening environmental resilience and inculcating climate change awareness. His article therefore focuses on why such education is important and the impediments that reduce educational impact. Bangay carefully sets out the particular characteristics of India's development and the issues raised by the challenge of climate change, including projections about agricultural productivity, safe sanitation and water supply, and the potential costs to the economy. He then analyses the work of the Indian Centre for Environmental Education (CEE) through two of their programmes, and provides insights into potential ways forward. He argues that ESD practitioners have important contributions to make in relation to two key questions: how relevant is what is being learnt, and how does the way learning is imparted impact upon the agency of the learner?

Emily Balls offers a perspective from Vietnam, drawing on research from her Master's in Education and International Development. She analyses different interpretations of ESD in Vietnam, drawing on interviews in Hanoi with university student volunteers who create and implement ESD activities. These activities are either conducted through NGO-led networks or university-based clubs, and they are focused on peers, children, and local communities. Drawing also on the perspectives of NGO staff working with young people on ESD, she examines the various approaches used to encourage behaviour change. Within the context of a theoretical discussion of debates with ESD on different approaches, she concludes

that the youth-led projects, though instrumental in nature, also include elements of the participatory approach. She argues that these projects therefore illustrate the development of a unique version of ESD, both instrumental and democratic in approach, which is tailored to and shaped by the local context. She illustrates how the project participants have developed innovative approaches for raising awareness and changing behaviours without threatening institutional structures and concludes that this approach has the potential for greater effectiveness than imported models of activism from other contexts.

In her article, Chloe Blackmore focuses on a pedagogical framework for critical global citizenship, which she argues is timely given the new focus on the Sustainable Development Goals and the ensuing debate about global citizenship. She takes as her motivation the increasing focus on learning processes, particularly on levels of criticality within global citizenship education. In her development of this pedagogical framework she includes a number of dimensions: critical thinking, dialogue, reflection, and responsible being/action, drawing on a variety of critical literatures to identify characteristics of each of these dimensions. She is concerned with how such a framework may be used within research and evaluation and illustrates this with examples taken from her doctoral research in one English secondary school. In this research she identifies aspects of critical thinking, dialogue and reflection in practice, the strategies teachers use to foster these, and the challenges they may face. Her view is that this framework has the potential to be applied in other research in other contexts, as a way of analysing the complex teaching and learning processes involved in global citizenship education. She argues this is particularly important given the recent calls by other authors for tools for monitoring and evaluation that engage with the complexity of the learning process rather than demonstrating pre-determined behavioural change outcomes.

Finally, Anna Mravcová offers a different type of article, which represents a personal report on the work of Slovak University of Agriculture in incorporating global citizenship education. Though not drawing on empirical research, it provides a sense of the current work in Slovakian higher education and the relatively new efforts to increase exposure for students to global citizenship education. She makes the point that countries such as Slovakia have made a recent transition from being aid recipients to aid donors, which changes their interaction and relationship with the world, thereby increasing their responsibility as global citizens. She argues that this context is not only an opportunity for introducing global citizenship, but also an important juncture at which to do so.

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