

# International Journal of Development Education and Global Learning 5.2

## Editorial

A major challenge for development education has always been to address its impact on and relevance to broader debates within development.

This issue begins with a major article by Dr Audrey Bryan from St Patrick's College in Ireland, which looks at the relationship between philanthropic and humanitarian engagement in development and development education in Ireland. Themes of development as 'charity' have been regular topics within this Journal but this article takes the debate forward by locating the impact of such discourse within the specificities of a particular country, Ireland. Development education practice in many industrialized countries has been heavily influenced by both the practices and perceptions of non-governmental development organizations (NGDOs) in particular. What Dr Bryan's article highlights is the importance of specific national, social, cultural, and historical factors in shaping development education. Ireland may not have been a traditionally colonizing country in the way that, say, the UK or France has been, but it has been complicit, as the article outlines, in re-enforcing notions of dependency and the 'impulse to help' in distinct and important ways.

The remaining articles in this issue are the results of a special collaboration between the Journal and the Global Learning Working Group of the European Association of Development Research and Training Institutes (EADI). Three of the included pieces were originally presented at a symposium organized by the Group in Lisbon in 2012 on the theme of global learning meets development.<sup>1</sup> These two articles and a research report continue the theme outlined in Dr Bryan's article: the relationship between development and development education, and the role of NGOs and NGDOs in particular.

The article by a grouping of academics and researchers in Belgium on learning about the effects of development education programmes is based on an action research project within the country between ten organizations. Planning, monitoring, and evaluation have been constantly criticized by funders of development education as being a major weakness of much of the practice in this area. The article explores development in relation to 'results-based management', an increasingly prevalent

approach within the funding of development education, particularly in Europe. Key themes addressed in the article are the need for organizations themselves to: clarify their own theories of change; move beyond simply collecting data to systematically analysing it; and create opportunities for learning to take place through and from the evaluation process.

The role of NGOs is also looked at in a review of an action research project between an organization and a university in Spain. This paper on approaching quality of global education practices through action research looks particularly at the devising and monitoring of a quality criteria system for a network of educators under the theme of education for global citizenship.

The research report on the development of a Global Citizenship Inventory for adolescents has been produced by a grouping within the Dutch organization NCDO. It details their framework for measuring behaviour in terms of global citizenship principles of equality, mutual dependency, and shared responsibility in the world. This quantitative-based paper poses some important challenges for all those concerned with how to measure impact and changes in behaviour within development education practice.

The articles in this issue all raise major challenges for researchers and practitioners engaged in development education. From their different perspectives and theoretical and practical backgrounds, all pose questions that have too often been ignored. If development education and global learning are to gain wider influence, then addressing impact, capturing the specific contributions of relevant stakeholders, and understanding how wider social, cultural, and historical forces influence practice and thinking need to be brought more overtly into the debates.

We would particularly like to thank Professor Matt Baillie Smith for his help in bringing this issue together.

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## **Note**

<sup>1</sup> For further details about the Group's activities go to: [www.eadi.org/working-groups/wg-global-learning-meets-development.html](http://www.eadi.org/working-groups/wg-global-learning-meets-development.html)