

Policy and Practice

A Development Education Review

THE POLICY ENVIRONMENT FOR DEVELOPMENT EDUCATION

REPORT ON A DEVELOPMENT EDUCATION SEMINAR

29 April 2021



SEMINAR ORGANISED BY CENTRE FOR GLOBAL EDUCATION AND PRAXIS AND FUNDED BY IRISH AID

Acknowledgements

This is a report on a development education seminar organised by the Centre for Global Education in partnership with the Praxis (University College Cork Development and Global Citizenship Education) project held on 29 April 2021. The workshop was titled *The Policy Environment for Development Education* and debated the content of Issue 31 of the Centre for Global Education’s journal *Policy and Practice: A Development Education Review*. The Centre for Global Education would like to thank Gertrude Cotter, Lecturer in the Centre for Global Development, University College Cork and Academic Coordinator of Praxis for facilitating the seminar and helping to organise it. The seminar was organised as part of a two-year development education project funded by Irish Aid.

“The views expressed herein can in no way be taken to reflect the official opinion of Irish Aid”

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Citation: Centre for Global Education (2021) ‘Workshop Report: The Policy Environment for Development Education’, Belfast: Centre for Global Education.

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This report has been published as part of a project supported by:





CONTENTS

1	Centre for Global Education	4
2	Policy and Practice: A Development Education Review	5
3	Aims of the seminar	7
4	Presentation by Dobrawa Aleksiak and Magdalena Kuleta-Hulboj	8
5	Presentation by Susan Gallwey and Mags Liddy	14
6	Presentation by Liam Wegimont	18
7	Presentation on <i>Policy and Practice: A Development Education Review</i>	22
8	Presenters / Facilitators	25
9	List of Participants	26

1 Centre for Global Education

The Centre for Global Education was established in 1986 to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that enables individuals and organisations to address the root causes of poverty, inequality and injustice at local and global levels. The Centre's resources and training programmes enable learners to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. They also provide the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

The Centre for Global Education's main aims are to:

- Act as a resource for research and education on global issues;
- Support the work of groups and organisations that foster social and economic equality at all levels;
- Facilitate networking and co-operation with relevant agencies and groups;
- Provide training and resources on development issues;
- Encourage the use of development education methodologies to bring about change at a local and global level;
- Network with partner organisations that share our values and commitment to social justice and equality;
- Enable action that addresses the root causes of poverty and injustice, locally and globally.

The Centre's Values are as follows:

- Partnership with individuals and organisations working to create an equal and just world.
- Enablement of effective action to challenge global inequality and injustice.
- Ensuring our work is informed by the needs and ideas of the global South.
- Promoting active learning in all our work.

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2 Policy and Practice: A Development Education Review

Policy and Practice: A Development Education Review is a bi-annual, peer reviewed, open access journal which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past 16 years, 32 issues of the journal have been published on the journal's web platform: www.developmenteducationreview.com. Each issue of the journal is constructed around a theme chosen by an Editorial Group which also assists with the peer reviewing of articles.

The strategic aims of the journal are to:

- Provide a space for practitioners to critically reflect on their practice;
- Discuss the main challenges faced by development education practitioners;
- Celebrate and promote good practice in development education;
- Debate the policy environment in which development education is delivered;
- Share new research in development education;
- Strengthen links between development education and related adjectival educations such as human rights and sustainable development.

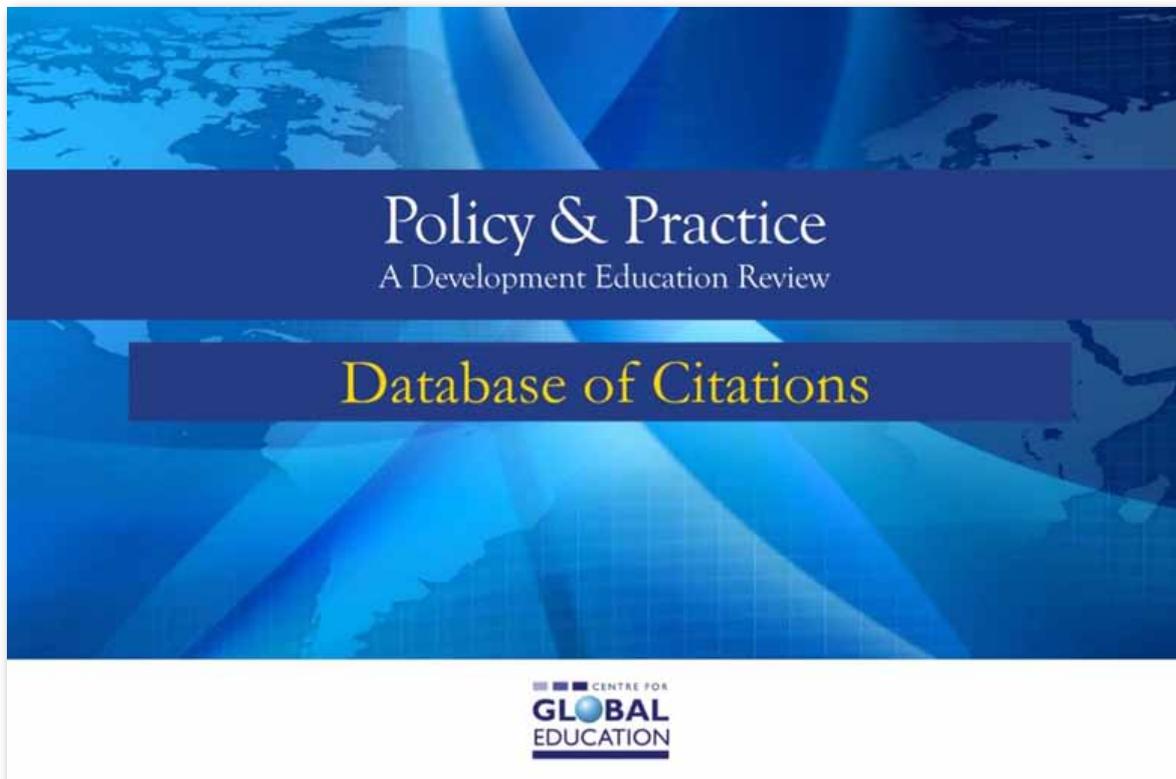
In 2020, the *Policy and Practice* web site received 149,036 unique visitors and 196,548 in total from the global North and South. The top 10 visitor countries to the web site on the basis of pages viewed from January to December 2020 were the following:

Countries	Number of Pages viewed
USA	144,051
Great Britain	24,222
Philippines	21,540
India	18,384
Canada	12,400
Russia Federation	12,335
Germany	11,720
Ireland	10,135
Australia	5,684
South Africa	5,025

The journal content is disseminated by EBSCO which is a United States-based provider of research databases, e-journals, magazine subscriptions, e-books and discovery service to libraries of all kinds. This has supported the dissemination of journal content to academic institutions across the world. The journal has also been accepted by Scopus, an abstract and citation database launched in 2004 which covers nearly 36,377 titles from approximately 11,678 publishers. The journal is also a publisher member of the Directory of Open Access Journals (DOAJ) which is 'a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals'. All of these journal directories enhance the promotion and dissemination of the journal and ensure its content supports teaching, learning and research.

Journal Citations

One of the qualitative methods used to evaluate the impact of the journal on research and practice involves monitoring the number of citations generated by *Policy and Practice* articles in other books and journals, and in articles published by *Policy and Practice* itself. The citation database was updated in May 2020 and showed that a total of 2,564 citations had been generated by journal articles; 295 citations were created in *Policy and Practice* articles and 2,269 in other journals and books. This total represented an increase of 573 since the last time we updated the database in June 2019. The citations have appeared in 275 journals (an increase of 78) and 152 books (an increase of 39) covering a range of academic disciplines and subject areas reflecting the multi-disciplinary nature of the journal's content. The research on citations also showed that *Policy and Practice* articles has been cited in 200 theses, dissertations and academic papers which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 24 non-governmental organization publications which suggests that *Policy and Practice* has managed to sustain a strong level of readership in the NGO sector as well as academia. The citations database is available [here](#).



3 Aims of the Seminar

This seminar was organised to present and debate the content of Issue 31 of the Centre for Global Education's bi-annual, open access, peer reviewed journal *Policy and Practice: A Development Education Review*. The theme of this issue is 'The Policy Environment for Development Education' which aimed to take stock of how national and international policies are interacting with the development education (DE) and global learning sector. Issue 31 included articles on development education in the formal education and adult and community sectors, and the full issue is available [here](#). Three of the articles published in Issue 31 were presented at this seminar and this enabled authors to debate their articles with readers to facilitate discussion on good practice in development education.

The three papers presented at the seminar were:

- [A Policy at a Standstill: A Critical Analysis of Global Education in the Polish National Curriculum](#)
Dobrawa Aleksiak and Magdalena Kuleta-Hulboj
- [The Wrong Tool for the Job? The Application of Result-Based Approaches in Development Education Learning](#)
Mags Liddy and Susan Gallwey
- [The Policy Environment for Global Education, Development Education and Awareness Raising: Reasons to be Cheerful While the Future is Unwritten](#)
Liam Wegimont

The Speakers / Facilitator were:

Gertrude Cotter (Chair)

(Lecturer, Centre for Global Development, UCC & Academic Coordinator of Praxis)

Dobrawa Aleksiak

(Doctorate candidate, University of Warsaw, Poland)

Magdalena Kuleta-Hulboj

(Assistant Professor, Faculty of Education, University of Warsaw, Poland)

Mags Liddy

(Nano Nagle Newman Fellowship, University College Dublin)

Susan Gallwey

(Development Education Practitioner)

Liam Wegimont

(Executive Director of GENE – Global Education Network Europe)

4 Presentation by Dobrawa Aleksiak and Magdalena Kuleta-Hulboj

A Policy at a Standstill: A Critical Analysis of Global Education in the Polish National Curriculum

Results of thematic analysis



Magdalena Kuleta-Hulboj, Dobrawa Aleksiak
Faculty of Education, University of Warsaw

Outline

1. Inspiration and research problem
2. Polish context
3. Theoretical framework
4. Methodology
5. Results:
 - a) Content and learning goals related to GE and global dimension in the curricula examined
 - b) The national dimension
6. Conclusions

4 Presentation by Dobrawa Aleksiak and Magdalena Kuleta-Hulboj

Inspiration and research problem

- Teachers' reflections:
 - Obligatory national curriculum
 - No direct GE topics in national curriculum
 - Extra teachers' engagement necessary to include GE in the classes
- Lack of Polish national curriculum analysis for GE



Research problem: the presence of GE in Polish national curriculum

Polish context of GE

- ✓ lack of colonial legacy
- ✓ current Poland as culturally and religiously homogeneous state
- ✓ semi-peripheral status of Poland (Starnawski 2015)
- ✓ influence of right-wing, neoconservative politics on education (Rudnicki 2015; Kuleta - Hulboj 2020)
- ✓ neoliberal trends in education (Cervinkova, Rudnicki 2019; Mendel, Szkudlarek 2019)
- ✓ limited GE policy on national and local level (Tarozzi, Inguaggiatio 2018)

4 Presentation by Dobrawa Aleksiak and Magdalena Kuleta-Hulboj

Theoretical framework

Critical & postcolonial GE (Andreotti 2011; Jefferess 2008; Swanson, Pashby 2016)

- based on postcolonial theory, critical and emancipatory pedagogies
- addresses systemic reasons for inequalities and exclusions
- aims to raise critical consciousness, support discussion and advance the way to global justice
- implies informed, ethical engagement in action towards global social justice (Johnson, Morris 2010; Jasikowska 2018)

Methodology

- **Research problem**: Is GE present in the Polish core curriculum, and if so, how it is framed?
- GE definition based on Grupa Zagranica (2011) and UNESCO (2015)
- Thematic qualitative analysis
 - **Research sample**: geography, civics and history national curricula for primary schools (Ministerstwo Edukacji Narodowej, ORE 2018)
 - **Coding**: 3 domains (cognitive, attitudinal, behavioural) and 10 categories (Cox 2017)
 - **Researcher triangulation** (Gibbs 2011): authors conducted separate coding and analysis

4 Presentation by Dobrawa Aleksiak and Magdalena Kuleta-Hulboj

Results: content and learning goals related to GE & global dimension

CIVICS	GEOGRAPHY	HISTORY
<ul style="list-style-type: none"> overlooked global perspective; systems, institutions and relations with reference mostly to global North entities 	<ul style="list-style-type: none"> global dimension is present Despite the comment to be careful with stigmatizing certain places, few references are stereotypical 	<ul style="list-style-type: none"> World history is limited, primarily focuses on WW2. Global South mentioned when referring to Europeans' presence outside the West
<ul style="list-style-type: none"> frequent mentions of multiple identity (local, regional, national, European) of the student - never global identity 	<ul style="list-style-type: none"> links to diversity, respecting others and developing positive attitudes towards the world 	<ul style="list-style-type: none"> Attitudinal domain focused on Poland with observable emotional emphasis
<ul style="list-style-type: none"> global processes as migration or refugees referred to only in Polish context/dimension 	<ul style="list-style-type: none"> different sections emphasize complex interdependencies. GE related topics present, but limited 	<ul style="list-style-type: none"> It lacks emancipatory, workers or feminist movements, no history of slavery, apartheid, pogroms. Jews in Poland mentioned only during WW2

Results: national dimension

- ✓ History: the uneven distribution of dimensions
 - 53 times national or nation
 - 7 times civic or citizen
 - 0 times global
- ✓ Geography – to foster feelings of national pride, identity and belonging (GEO 10)
- ✓ History – manifests recent reform goals: presents narrowly defined patriotic education
- ✓ National discourse does not offer any space for global dimensions, constructs the nation as homogenous community
- ✓ Dominant national dimension precludes students to understand the complexity of the interdependent world. It offers Polish, to some extent Eurocentric vision of the world

4

Presentation by Dobrawa Aleksiak and Magdalena Kuleta-Hulboj

Conclusions

- Patriotism as a main axis, but many divergences: in history it is intentional, in geography and civics - seems incoherent
- Almost complete absence of global dimension limits evertechnicist-neoliberal perspective of GE (Andreotti, 2011)
- The lack of multi-perspectivity silences the multitude of experiences and excludes all subjugated knowledge
- Vision of Poland as homogenous, in (inter)dependent country

GE in Polish national curriculum is marginalized.

Its current frame serves Polish nationalistic sentiment to the detriment of Polish students

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Presentation by Dobrawa Aleksiak and Magdalena Kuleta-Hulboj

Thank you for your attention

Aleksiak D., Kuleta-Hulboj M. (2020), „A Policy at a Standstill: A Critical Analysis of Global Education in the Polish National Curriculum” *Policy&Practice. Development Education Review*, Belfast: Centre for Global Education, 31, pp. 3254,
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5 Presentation by Susan Gallwey and Mags Liddy

The wrong tool for the job?: the application of results based approaches in development education learning



Mags Liddy and Susan Gallwey

Centre for Global Education Issue 31 of *Policy and Practice* on the theme of 'The Policy Environment for Development Education', in partnership with University College Cork's Praxis (Development and Global Citizenship Education) Project.

Results based frameworks

Corporate management theory
Efficiency, accountability, measurability,
achievement

Inputs- resources- planning- output

- Development in 00s
- OECD/ Development Assistance Committee (DAC)2002
- 'management strategy focusing on performance and achievement of outputs, outcomes and impact'
- New managerialism in education
- market-led rather than a public service
- emphasis is placed on performance and ranking
- evaluation outcomes such as grades and graduate employability

5 Presentation by Susan Gallwey and Mags Liddy

Irish Aid Performance Management Framework

For IRISH AID, the PMF =

- A dataset of DE activity
- An evidence base to show that DE 'works'
- A secure place for DE within IA's overall programme
- A guide for making decisions about what and who to fund

For the DE Sector, the PMF =
???????????

The positive aspects

- Organisational development Measures, efficiency, resource
- Numbers and statistics are useful
- Overview of DevEd, where, who, (learner background)
- how many, etc

ACHIEVEMENTS IN DEVELOPMENT EDUCATION IN 2018:

LEARNERS GAVE AN EXAMPLE OF HOW DEVELOPMENT EDUCATION INFLUENCED THEIR ATTITUDE OR BEHAVIOUR	176,113	LEARNERS WITH IMPROVED GLOBAL CITIZENSHIP LITERACY
LEARNERS GAVE AN EXAMPLE OF HOW DEVELOPMENT EDUCATION INFLUENCED THEIR ATTITUDE OR BEHAVIOUR	173,000	LEARNERS WITH IMPROVED GLOBAL CITIZENSHIP LITERACY
PRIMARY SCHOOLS IN IRELAND REACHED	1,092	PRIMARY SCHOOLS IN IRELAND REACHED
POST-PRIMARY SCHOOLS IN IRELAND REACHED	420	POST-PRIMARY SCHOOLS IN IRELAND REACHED
HIGHER EDUCATION INSTITUTIONS ACROSS 13 COUNTRIES REACHED	28	HIGHER EDUCATION INSTITUTIONS ACROSS 13 COUNTRIES REACHED
EXAMPLES OF COLLABORATIVE INITIATIVES WITH DEVELOPMENT EDUCATION PRACTITIONERS	46	EXAMPLES OF COLLABORATIVE INITIATIVES WITH DEVELOPMENT EDUCATION PRACTITIONERS
68 NEW OR UPDATED KNOWLEDGE PRODUCTS WERE DEVELOPED, SHARED AND USED TO STRENGTHEN PRACTICE	68	68 NEW OR UPDATED KNOWLEDGE PRODUCTS WERE DEVELOPED, SHARED AND USED TO STRENGTHEN PRACTICE

5 Presentation by Susan Gallwey and Mags Liddy

Technical Problems

Assumption: DE learning is linear

- Reality: reflecting, *unlearning*, posing more questions

Assumption Individual learners can be tracked over time

- Reality: short-term inputs, new cohorts of learners

Assumption: Cause-and-effect relationships

- Reality: Contribution, not attribution

Assumption All DE learning culminates in action

- Reality: Learning elicits many different responses

Conceptual Difficulties

Encourages risk adverse

Deradicalising DevEd

Non-participation, passive learners

Predetermined learning outcomes, no learner involvement

5 Presentation by Susan Gallwey and Mags Liddy

Examples of response and innovation

- IDEA's Code of Good Practice for DE
- Trócaire's Empathy Scales



Future directions

- New Strategy for Dev Ed
- Quality and Impact Working Group, IDEA
- Influence and dialogue
- Read more
- <https://www.developmenteducationreview.com/issue/issue-31/wrong-tool-job-application-result-based-approaches-development-education-learning>

POLICY & PRACTICE
A Development Education Review

6 Presentation by Liam Wegimont

GENE
Global Education
Network Europe

GENE 20
More and better global education through policy networking

*The Policy Environment for
Global Education*

Reasons to be Cheerful while
The Future is Unwritten

Liam Wegimont

GENE
Global Education
Network Europe

Who we are

I think people ought to know that
we're anti-fascist,
we're anti-violence,
we're anti-racist
and we're pro-creative.
We're against ignorance.

Joe Strummer

GENE 20
More and better global education through policy networking

6 Presentation by Liam Wegimont



Global Education

“Global Education is Education that opens people’s eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.”

Maastricht Declaration on Global Education in Europe.

Global Education includes:

- Development Education
- Education for Sustainable Development
- Human Rights Education
- Intercultural Education
- Environmental Education
- Peace Education
- Global Dimension of Education for Citizenship





Global Education in Europe over the last decades

- From **the margins** to the mainstream
- From **a minority sport** to recognition that it is at the core - development, foreign policy, education policy and provision
- From **a side issue within education** to the very core of ..well, all dimensions of education – Curriculum Reform, ITE, WSE, SSE, etc.
- From **a small group of voices** to broader ownership by policymakers
- From **an under-conceptualised area** to a much broader research community
- From some to many to all people in a country (changed paradigm – from “targets” to a **universalist, rightsbased approach**).

*“Unless Global Education is at the heart of education, then it’s simply not quality education.” –
Finnish National Board of Education*



6 Presentation by Liam Wegimont

Changes in the Broader Policy Context



- Challenges to multilateralism;
- Pandemic;
- Political crises: rise of far right, of neofascism and of violent extremism.
- Power of movements for change and the challenge for GE;
- Digitalisation
- Etc...

Reasons to be Cheerful



UNESCO

- ESD, GCE.EpEV
- SDG 4.7
- 1974 UNESCO Recommendation

OECD

- Education ("global competencies" in PISA 2018)
- Education (curriculum reform/implementation gap)
- DAC Peer Review

EU

- Council deliberations on importance of GE/DEAR (Feb 2020, April 2021).
- Conclusions on Youth in External Relations (June 2020).

recognising the importance of GE/DEAR.



6 Presentation by Liam Wegimont

In Conclusion



- There is an opening up of the policy environment for GE/DEAR.
- Possibility of even stronger integration of GE integration into education systems and spaces– formal, non-formal and informal.
- Mainstreaming is a two-edged sword; but one that can be sharpened.
- Policy research does effect policy and practice– as this edition proves.

A deeper question of inter-disciplinarity...

Where do we get our intellectual resources from in GE/DE–

- is it from the recent fields of development theory, human rights law, environmental science, etc;

or

- is it from the much longer and deeper traditions of human reflection on learning for and education designed to empower people to question the way the world is structured and learn how to make it more just and more sustaining/sustainable?

7 Presentation on *Policy and Practice: A Development Education Review*

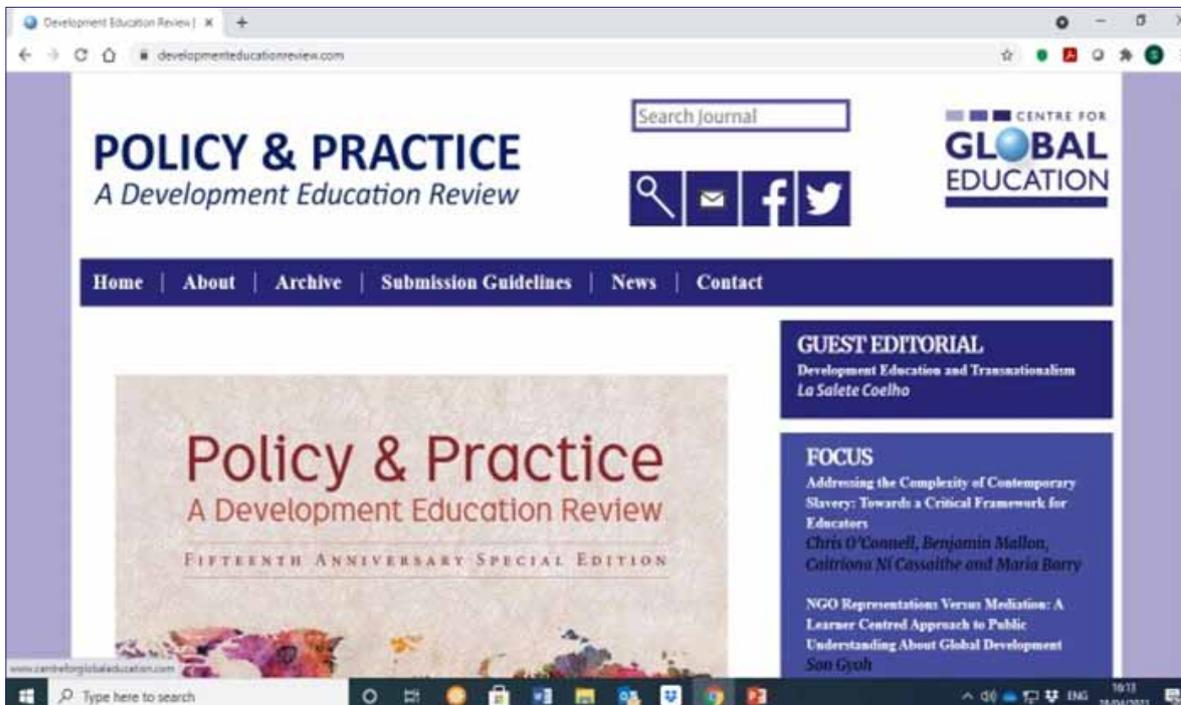
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Policy and Practice A Development Education Review

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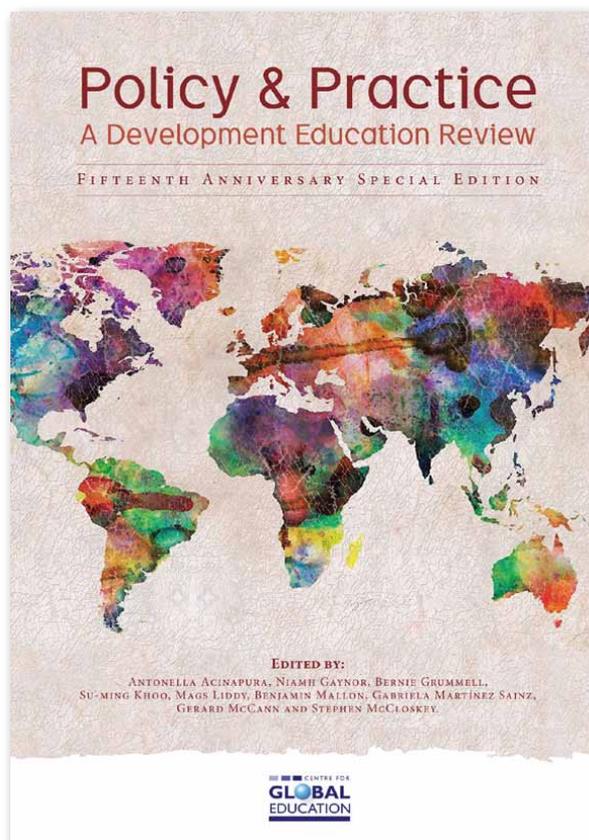
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Call for Contributors Issue 33

- The theme of Issue 33 is “Development Education and Social Justice;
- Submission date for abstracts is **Friday, 7 May 2021;**
- Submission date for articles is **Friday, 9 July 2021;**
- Publication of Issue 33 in Autumn 2021.
- Send your abstract to:
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7 Presentation on *Policy and Practice: A Development Education Review*



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8 Presenters/Facilitators

Gertrude Cotter is a Lecturer at the Centre for Global Development, University College Cork. She lectures in the field of Development and Global Citizenship Education. She is the academic coordinator of the Praxis Project, UCC's flagship project aiming to promote and integrate Development and Global Citizenship Education across the university. This project is based at the Centre for Global Development. She is also the co-academic coordinator of 'Id Est' a project which introduces student teachers to Development Education. In addition, she presents the Global Hub Radio Programme at Community Radio Youghal.

Magdalena Kuleta-Hulboj holds a PhD in Pedagogy and is an Assistant Professor in the Faculty of Education at the University of Warsaw, Poland. She has an interest in global, intercultural and citizenship education. Her work draws on critical and postcolonial perspectives. Magda's current research focuses on critical discourse analysis of global education in Poland.

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Dobrawa Aleksiak is a PhD candidate at the Doctoral School of Social Sciences at the University of Warsaw, Poland. Her doctoral research focuses on comparative studies of Poland and Portugal's global education. She also has experience in non-formal sector as an educator and a project coordinator. Dobrawa's research interests are focused on global education policies, teachers' experience and intercultural education.

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Mags Liddy was recently awarded the Nano Nagle Newman Fellowship in Education at University College Dublin (UCD) to study school leadership in developing world contexts. She is also Convenor of the Irish Development Education Association (IDEA) Quality and Impact Working Group.

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Susan Gallwey has worked in development education for over 20 years, and recently retired from her position as Development Education Officer at Trócaire. She has a long-standing interest in creating appropriate and workable methods for the evaluation of development education.

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Liam Wegimont is the Executive Director of GENE - Global Education Network Europe. He has been involved in development and global education for over 30 years, as teacher, youth worker, policymaker, teacher educator, researcher and networker. He has been the Principal of Mount Temple Comprehensive School, a co-educational public school on the northside of Dublin, the motto of which is 'All Different All Equal'. The co-founder of GENE, the European Peer Review process, and ANGEL; he is a member of the editorial Board of the International Journal of Development Education and Global Learning (DERC, UK), and of Sinergias (Portugal).

9 List of Participants

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Kanulor Cecilia	UCC
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McSweeney Kathryn	NUI Galway
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Rickard Angela	Maynooth University
Schneider Julia	
Sheehan Imelda	UCC



The Centre for Global Education (CGE) is a development non-governmental organisation that provides education services to increase awareness of international development issues. Its central remit is to promote education that challenges the underlying causes of poverty and inequality in the developing world and effect action toward social and economic justice.

The Centre equips individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

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