

CPASG552A: Principles and Practices of Development Education

View Online



Module Leader: Nicole Blum.

Module Start Date: October 2017.

Amy Skinner ; Nicole Blum ; Douglas Bourn. (2013). Development Education and Education in International Development Policy: Raising Quality through Critical Pedagogy and Global Skills. *Revue Internationale de Politique de Développement*, 4.3.
<https://doi.org/10.4000/poldev.165410.4000/poldev.1654>

Andreotti, V. (2006a). Soft versus critical global citizenship education. *Policy and Practice: A Development Education Review*, 3.
<https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education>

Andreotti, V. (2006b). Theory without practice is idle, practice without theory is blind': the potential contributions of post-colonial theory to development education. *Development Education Journal*, 12(3), 7-10.
<https://think-global.org.uk/resource/theory-without-practice-is-idle-practice-without-theory-is-blind-the-potential-contributions-of-post-colonial-theory-to-development-education/>

Andreotti, V. (2011). Relativizing Western Knowledge Production in Spaces of Dissensus: The OSDE Methodology. In *Actionable postcolonial theory in education* (pp. 191-215). Palgrave Macmillan. <http://doi.org/10.1057/9780230337794>

Aubrey, M. (2015). CLICK: Arts education and critical social dialogue within global youth work practice. *International Journal of Development Education and Global Learning*, 7(1), 71-91. <https://doi.org/10.18546/IJDEGL.07.1.05>

Ballin, B., Regan, C., Turner, M., Brick, 80:20 (Organisation), & Teachers in Development Education. (2016). 80:20: development in an unequal world. *80:20 Educating and Acting for a Better World and Teachers in Development Education*.

Bawtree, V., & Rahnema, M. (1996). *The post-development reader*. Zed Books.

Bentall, C., & McGough, H. (2013). Young People's Personal Engagement with Global Learning in Further Education. *International Journal of Development Education and Global Learning*, 5(3), 46-67. <https://doi.org/10.18546/IJDEGL.05.3.04>

Biccum, A. (2010). Marketing development: a "new" national narrative [Electronic resource]. In *Global citizenship and the legacy of empire: marketing development: Vol. Routledge/RIPE series in global political economy* (pp. 50-75). Routledge.
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203874172>

Blum, N. (2012). *Education, community engagement and sustainable development: negotiating environmental knowledge in Monteverde, Costa Rica*. Springer.
<http://libproxy.ucl.ac.uk/login?url=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9789400725270>

Boix Mansilla, V., & Jackson, A. (2011). *Educating for Global Competence: Preparing Our Youth to Engage the World*. North-South Centre for the Council of Europe.
<https://asiasociety.org/files/book-globalcompetence.pdf>

Bourn, D. (2008). Development Education: Towards a re-conceptualisation. *International Journal of Development Education and Global Learning*, 1(1), 5–22.
<https://doi.org/10.18546/IJDEGL.01.1.02>

Bourn, D. (2015). What is Meant By Development Education? In *The theory and practice of development education: a pedagogy for global social justice*. Routledge.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-08-25T16%3A56%3A32IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primox.org.com:primox3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20theory%20and%20practice%20of%20development%20education%20a%20pedagogy%20for%20global%20social%20justice&rft.aulast=Bourn&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Bourn,%20Douglas&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781138804760&rft.isbn=9781138804760&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9781315752730&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002692079%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Bourn, D., & Kybird, M. (2012). Plan UK and Development Education – the contribution of an international development organisation to learning and understanding about global and development issues. *International Journal of Development Education and Global Learning*, 4(2), 45–63. <https://doi.org/10.18546/IJDEGL.04.2.04>

Brookings Institution. (2017). *Measuring Global Citizenship Education: A Collection of Practices and Tools*. Brookings Institution.
<https://www.brookings.edu/research/measuring-global-citizenship-education/>

Bryan, A. (2008). Researching, and searching for, international development in the formal curriculum: Towards a post-colonial conceptual framework. *Policy and Practice: A Development Education Review*, 7, 62–79.
<https://www.developmenteducationreview.com/issue/issue-7/researching-and-searching-international-development-formal-curriculum-towards-post>

Campbell, M., & Hourigan, N. (2008). Institutional cultures and development education. *Policy & Practice: A Development Education Review*, 7, 35–47.
<https://www.developmenteducationreview.com/issue/issue-7/institutional-cultures-and-development-education>

Creswell, J. W. (2014). The selection of research design. In *Research design: qualitative, quantitative, and mixed methods approaches* (4th ed., international student ed, pp. 3–23). SAGE.

<https://contentstore.cla.co.uk/secure/link?id=1d1d5558-6e1b-e711-80c9-005056af4099>

Crompton, T. (2010). *Common Cause | The Case for Working with Values and Frames*. WWF-UK.

https://valuesandframes.org/resources/CCF_report_the_case_for_working_with_our_cultural_values.pdf

Darnton, A., & Kirk, M. (2011). *Finding Frames: New ways to engage the UK public in global poverty*. Bond. https://www.bond.org.uk/data/files/finding_frames.pdf

Davies, D., & Lam, E. (2009). The Role of First-hand Experience in the Development Education of University Students. *International Journal of Development Education and Global Learning*, 2(2), 35–52. <https://doi.org/10.18546/IJDEGL.02.2.04>

Davies, L. (2006). Global citizenship: abstraction or framework for action? *Educational Review*, 58(1), 5–25. <https://doi.org/10.1080/00131910500352523>

Denscombe, M. (2010). Design. In *Ground rules for social research: guidelines for good practice: Vol. Open UP study skills* (2nd ed, pp. 99–115). Open University Press. <http://www.dawsonera.com.libproxy.ucl.ac.uk/depp/reader/protected/external/AbstractView/S9780335239375>

Department for International Development - GOV.UK. (n.d.).

<https://www.gov.uk/government/organisations/department-for-international-development>
Development Co-operation Directorate (DCD-DAC) - OECD. (n.d.). <http://www.oecd.org/dac/>

Development Education Ireland. (n.d.). <http://developmenteducation.ie/>

Dillon, E. (2016). Development Education in Third Level Education. In *Development Education in Theory and Practice: An educator's resource* (pp. 11–43). UNIDEV, NGO Support Centre (Cyprus), Kimmage Development Studies Centre, Pontis Foundation (Slovakia).

<http://developmenteducation.ie/resource/development-education-in-theory-and-practice-a-n-educators-resource/>

Dogra, N. (2011). The mixed metaphor of 'third world woman': gendered representations by international development NGOs. *Third World Quarterly*, 32(2), 333–348.

<https://doi.org/10.1080/01436597.2011.560472>

Eten, S. (2015). The Prospects of Development Education in African Countries: Building a Critical Mass of Citizenry for Civic Engagement. *Policy and Practice: A Development Education Review*, 20.

<https://www.developmenteducationreview.com/issue/issue-20/prospects-development-education-african-countries-building-critical-mass-citizenry>

European Multi-Stakeholder Steering Group on Development Education. (2010). *DE Watch Report*. DEEEP.

http://gene.eu/wp-content/uploads/Gene_OtherPublications-DEWatchReport.pdf

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed). Bloomsbury Academic.

Frickle, H.-J., Gathercole, C., & Skinner, A. (2015). *Monitoring Education for Global Citizenship: A Contribution to Debate*.

http://deEEP.org/wp-content/uploads/2015/01/DEEEP4_QualityImpact_Report_2014_web2.pdf

Gaudelli, W. (2016). *Global Citizenship Education: Everyday Transcendence*. Routledge.

Global Citizenship Education. (n.d.). <http://en.unesco.org/gced>

Global Citizenship Guides | Oxfam Education. (n.d.).

<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>

Global Dimension: the world in your classroom. (n.d.). <https://globaldimension.org.uk/>

Global Education Project - Australia. (n.d.). <http://www.globaleducation.edu.au/>

Global Education Project - Canada. (n.d.).

<http://www.theglobaleducationproject.org/index.php>

Global Hive. (n.d.). <http://www.globalhive.ca/>

GLP | The Global Learning Programme - England. (n.d.). <http://glp.globaldimension.org.uk/>

Harm Jan Fricke. (n.d.). *A Journey to Quality Development Education: starting points that help you to be clear about what you do and why you do it*.

<http://library.concordeurope.org/record/1025>

Harrison, D. (2005). Post-its from the past: tracing back some route ways for development education - Think Global. *Development Education Journal*, 12.1.

<https://think-global.org.uk/resource/post-its-from-the-past-tracing-back-some-route-ways-for-development-education/>

Hartmeyer, H., & Wegimont, L. (2015). *The State of Global Education in Europe 2015*.

<http://gene.eu/wp-content/uploads/State-of-GE-2015-with-covers.pdf>

Helin, J. (2009). Development Education in School Curricula in Europe: Global Challenge for Estonian Schools. *Citizenship, Social and Economics Education*, 8(2-3), 128-143.

<https://doi.org/10.2304/csee.2010.8.2.128>

Heron, B. (2007). *Desire for development: whiteness, gender, and the helping imperative*. Wilfrid Laurier University Press.

http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-08-25T16%3A51%3A40IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&

p;rft.jtitle=&rft.btitle=Desire%20for%20development%20:%20whiteness,%20gender,%20and%20the%20helping%20imperative&rft.aulast=Heron&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=Heron,%20Barbara,%201949-&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781554580019&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://UCL.ebib.com/patron/FullRecord.aspx?p=685670&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002302121%3C/UCL_LMS_DS%3E%3Curl%3E%3Curl%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Hicks, D. (2003). Thirty Years of Global Education: A reminder of key principles and precedents. *Educational Review*, 55(3), 265-275.
<https://doi.org/10.1080/0013191032000118929>

Huckle, J., & Sterling, S. R. (1996). *Education for sustainability*. Earthscan.

Hudson, D., & vanHeerde-Hudson, J. (2012). 'A Mile Wide and an Inch Deep': Surveys of Public Attitudes towards Development Aid. *International Journal of Development Education and Global Learning*, 4(1), 5-23. <https://doi.org/10.18546/IJDEGL.04.1.02>

Human Development Reports | United Nations Development Programme. (n.d.).
<http://hdr.undp.org/en>

Ishii, Y. (2003). *Development education in Japan: a comparative analysis of the contexts for its emergence, and its introduction into the Japanese school system*. RoutledgeFalmer.
<https://discovery.ucl.ac.uk/id/eprint/10007389/1/307681.pdf>

Ito, Y., & Nakayama, S. (2014). Education for Sustainable Development to Nurture Sensibility and Creativity: An interdisciplinary approach based on collaboration between kateika (Japanese home economics), art, and music departments in a Japanese primary school. *International Journal of Development Education and Global Learning*, 6(2), 5-25.
<https://doi.org/10.18546/IJDEGL.06.2.02>

Kaukko, M., & Fertig, M. (2016). Linking participatory action research, global education, and social justice: Emerging issues from practice. *International Journal of Development Education and Global Learning*, 7(3), 24-46. <https://doi.org/10.18546/IJDEGL.07.3.03>

Khoo, S., & Lehane, O. (2008). Globalisation and the re-imagination of research: Teaching and learning in Irish higher education. *Policy and Practice: A Development Education Review*, 7.
<https://www.developmenteducationreview.com/issue/issue-7/globalisation-and-re-imagination-research-teaching-and-learning-irish-higher-education>

Kirkwood-Tucker, T. F., Morris, J. D., & Lieberman, M. G. (2010). What Kind of Teachers Will Teach our Children? The Worldmindedness of Undergraduate Elementary and Secondary Social Studies Teacher Candidates at Five Florida Public Universities. *International Journal of Development Education and Global Learning*, 3(3), 5-28.
<https://doi.org/10.18546/IJDEGL.03.3.02>

Kosogorin, A., & Barker, L. (2015). *Global learning in primary education: Moving beyond*

charity. *Race Equality Teaching*, 33(2), 27–32. <https://doi.org/10.18546/RET.33.2.07>

Kumar, A. (2008). Development Education and Dialogical Learning in the 21st Century. *International Journal of Development Education and Global Learning*, 1(1), 37–48. <https://doi.org/10.18546/IJDEGL.01.1.04>

Lambert, D., & Morgan, J. (2011). *Geography and development: development education in schools and the part played by geography teachers: Vol. DERC Research Paper No 3*. Development Education Research Centre, Institute of Education, University of London.

Lanao-Madden, C. (2010). *Global Education Guidelines: Concepts and Methodologies on Global Education for Educators and Policy Makers*. 10. <https://www.developmenteducationreview.com/issue/issue-10/global-education-guidelines-concepts-and-methodologies-global-education-educators-and>

Landorf, H. (2009). Toward a philosophy of global education. In *Visions in global education: the globalization of curriculum and pedagogy in teacher education and schools: perspectives from Canada, Russia, and the United States*. Peter Lang.

Leach, F. E., & Little, A. (1999). *Education, cultures, and economics: dilemmas for development: Vol. Garland reference library of social science*. Falmer.

Learning to Read the World Through Other Eyes | DevelopmentEducation.ie. (n.d.). <http://developmenteducation.ie/resource/learning-to-read-the-world-through-other-eyes/>

Lehmann, D. (1997). An opportunity lost: Escobar's deconstruction of development. *Journal of Development Studies*, 33(4), 568–578. <https://doi.org/10.1080/00220389708422482>

Lemaresquier, T. (1987). Prospects for development education: Some strategic issues facing European NGOs. *World Development*, 15, 189–200. [https://doi.org/10.1016/0305-750X\(87\)90157-4](https://doi.org/10.1016/0305-750X(87)90157-4)

Mannion, G., Biesta, G., Priestley, M., & Ross, H. (2011). The global dimension in education and education for global citizenship: genealogy and critique. *Globalisation, Societies and Education*, 9(3–4), 443–456. <https://doi.org/10.1080/14767724.2011.605327>

Marshall, H. (2005). Developing The Global Gaze In Citizenship Education: Exploring The Perspectives Of Global Education NGO Workers In England. *International Journal of Citizenship and Teacher Education*, 1(2), 76–92. <https://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.615.5943&rank=1>

Marshall, H. (2011). Instrumentalism, ideals and imaginaries: theorising the contested space of global citizenship education in schools. *Globalisation, Societies and Education*, 9 (3–4), 411–426. <https://doi.org/10.1080/14767724.2011.605325>

McCloskey, S. (2014). *Development education in policy and practice*. Palgrave Macmillan. http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-08-25T18%3A57%3A36IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Development%20education%20in%20policy%20and%20practic

e&rft.aulast=McCloskey&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.par
t=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&
mp;rft.artnum=&rft.issn=&rft.eissn=&rft.isbn=9781137324665&rft.si
ci=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://ww
w.palgraveconnect.com/doi/10.1057/9781137324665&svc_val_fmt=info:ofi/fmt:
kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002155825%3
C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req
.language=eng

McLean, L. R., Cook, S. A., & Crowe, T. (2008). Imagining global citizens: Teaching peace and global education in a teacher education programme. *Citizenship, Teaching and Learning (UK)*, 4(1), 50-64.
<http://www.citized.info/ejournal/Vol%204%20No%201/Vol%204%20No%201%20entire.pdf>

Measuring Global Citizenship Education: A Collection of Practices and Tools. (2017).
https://www.brookings.edu/wp-content/uploads/2017/04/global_20170411_measuring-global-citizenship.pdf

Mesa Peinado, M. (2011). Reflections on the five-generation model of development education. *International Journal for Global and Development Education Research*.
<http://educacio-cp89.webjoomla.es/en/manuelamesa2issuezero/>

Murphy, C. (2011). Challenges and Considerations for Embedding an African Perspective in Development Education. *Policy & Practice: A Development Education Review*, 13, 49-61.
<https://www.developmenteducationreview.com/issue/issue-13/challenges-and-considerations-embedding-african-perspective-development-education>

Nomura, K. (2009). A perspective on education for sustainable development: Historical development of environmental education in Indonesia. *International Journal of Educational Development*, 29(6), 621-627. <https://doi.org/10.1016/j.ijedudev.2008.12.002>

Odora Hoppers, C. A. (2009). Development Education at the Transition from the Modern Triage Society to a Moral and Cognitive Reconstruction of Citizenship.
http://www.nuigalway.ie/dern/documents/prof_catherine_hoppers.pdf

O'Loughlin, E., & Wegimont, L. (Eds). (2008). *Quality in Global Education: An Overview of Evaluation Policy and Practice*. North-South Centre of the Council of Europe.
https://static1.squarespace.com/static/5f6decace4ff425352eddb4a/t/5fc8ecf656f72563b2cf0c9b/1607003383099/Gene_EvaluationResults-QualityInGlobalEducation.pdf

Oxfam. (2015). *Education for Global Citizenship: A Guide for Schools*.
<http://www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides>

Oxfam. (2015). *Education for Global Citizenship: A Guide for Schools*.
http://www.oxfam.org.uk/~media/Files/Education/Global_Citizenship/Global_Citizenship_Schools_WEB.ashx

Pasha, A. (2015). Global citizenship in Pakistan. *International Journal of Development Education and Global Learning*, 7(1), 33-52. <https://doi.org/10.18546/IJDEGL.07.1.03>

Pashby, K. (2011). Cultivating global citizens: planting new seeds or pruning the perennials? Looking for the citizen-subject in global citizenship education theory. *Globalisation, Societies and Education*, 9(3-4), 427-442.
<https://doi.org/10.1080/14767724.2011.605326>

Pike, G. (2008). Global Education. In *The SAGE handbook of education for citizenship and democracy*. SAGE.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-08-25T19%3A30%3A57IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=The%20SAGE%20handbook%20of%20education%20for%20citizenship%20and%20democracy&rft.aulast=Arthur&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9781412936200&rft.isbn=9781849200486&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://knowledge.sagepub.com.libproxy.ucl.ac.uk/view/hdbk_educitizen/SAGE.xml&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002674616%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Positive Development Stories - Global Dimension. (n.d.).
<https://globaldimension.org.uk/resource/positive-development-stories/>

Pudas, A.-K. (2012). Investigating the use of communities of practice to implement global education in Finnish basic education. *International Journal of Development Education and Global Learning*, 4(2), 23-43. <https://doi.org/10.18546/IJDEGL.04.2.03>

Resources | Y Care International. (n.d.).
<http://www.ycareinternational.org/global-youth-work/workshops-resources/>

Reynolds, R. (2015). One Size Fits All? Global Education for Different Education Audiences. In R. Reynolds, D. Bradbery, J. Brown, K. Carroll, D. Donnelly, K. Ferguson-Patrick, & S. Macqueen (Eds), *Contesting and constructing international perspectives in global education* (pp. 27-42). Sense.

Reysen, S., Katarzaska-Miller, I., & Gibson, S. A. (2013). World Knowledge and Global Citizenship: Factual and Perceived World Knowledge as Predictors of Global Citizenship Identification. *International Journal of Development Education and Global Learning*, 5(1), 49-68. <https://doi.org/10.18546/IJDEGL.05.1.04>

Schell-Straub, S. (2013). Mathematics Education Meets Development Education: The Competency 'Mathematical Modelling' combined with Global Skills and Competencies in a Secondary School Project in Germany. *International Journal of Development Education and Global Learning*, 5(1), 7-31. <https://doi.org/10.18546/IJDEGL.05.1.02>

Scheunflug, A. (1997). Cross-cultural encounters as a way of overcoming xenophobia. *International Review of Education*, 43(1), 109-116.
<https://doi.org/10.1023/A:1002914732451>

Scheunpflug, A. (2010). Global education and cross-cultural learning: A challenge for a research-based approach to international teacher education. *International Journal of Development Education and Global Learning*, 3(3), 29–44.
<https://doi.org/10.18546/IJDEGL.03.3.03>

Scheunpflug, A., & Asbrand, B. (2006). Global education and education for sustainability. *Environmental Education Research*, 12(1), 33–46.
<https://doi.org/10.1080/13504620500526446>

Scheunpflug, A., Krogull, S., & Franz, J. (2016). Understanding learning in world society: Qualitative reconstructive research in global learning and learning for sustainability. *International Journal of Development Education and Global Learning*, 7(3), 6–23.
<https://doi.org/10.18546/IJDEGL.07.3.02>

Scheunpflug, A., & McDonnell, I. (2008). Building Public Awareness of Development: Communicators, Educators and Evaluation. OECD Development Centre Policy Briefs.
<http://dx.doi.org/10.1787/240327404140>

Scheunpflug, Annette. (n.d.-a). Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary-Schools.
[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_proquest1315741154&indx=1&reclids=TN_proquest1315741154&reclidxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl\(freeText0\)=%20Learning%20to%20Read%20the%20World%3F%20Teaching%20and%20Learning%20about%20Global%20Citizenship%20and%20International%20Development%20in%20Post-Primary%20Schools&dstmp=1503674551567](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_proquest1315741154&indx=1&reclids=TN_proquest1315741154&reclidxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&mode=Basic&vid=UCL_VU1&srt=rank&tab=local&dum=true&vl(freeText0)=%20Learning%20to%20Read%20the%20World%3F%20Teaching%20and%20Learning%20about%20Global%20Citizenship%20and%20International%20Development%20in%20Post-Primary%20Schools&dstmp=1503674551567)

Scheunpflug, Annette. (n.d.-b). Learning to Read the World? Teaching and Learning about Global Citizenship and International Development in Post-Primary-Schools.
[http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_proquest1315741154&indx=1&reclids=TN_proquest1315741154&reclidxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&vid=UCL_VU1&mode=Basic&srt=rank&tab=local&dum=true&vl\(freeText0\)=Learning%20to%20Read%20the%20World%3F%20Teaching%20and%20Learning%20about%20Global%20Citizenship%20and%20International%20Development%20in%20Post-Primary%20Schools&dstmp=1503686830566](http://ucl-primo.hosted.exlibrisgroup.com/primo_library/libweb/action/display.do?tabs=detailsTab&ct=display&fn=search&doc=TN_proquest1315741154&indx=1&reclids=TN_proquest1315741154&reclidxs=0&elementId=0&renderMode=poppedOut&displayMode=full&frbrVersion=&frbg=&&dscnt=0&scp.scps=scope%3A%28UCL%29%2Cprimo_central_multiple_fe&tb=t&vid=UCL_VU1&mode=Basic&srt=rank&tab=local&dum=true&vl(freeText0)=Learning%20to%20Read%20the%20World%3F%20Teaching%20and%20Learning%20about%20Global%20Citizenship%20and%20International%20Development%20in%20Post-Primary%20Schools&dstmp=1503686830566)

Scott, W., & Gough, S. (2004). Key issues in sustainable development and learning: a critical review. RoutledgeFalmer.

Sen, A. (1999). The Ends and the Means of Development. In *Development as freedom* (pp. 35–53). Oxford University Press.
<https://contentstore.cla.co.uk/secure/link?id=435cf8e8-6d1b-e711-80c9-005056af4099>

Shamash, L., Burall, S., & Whitty, B. (2013). Resetting the Aid Relationship. Involve.
<https://www.involve.org.uk/resources/publications/project-reports/resetting-aid-relationship>

Smith, M., & Yanacopulos, H. (2004). The public faces of development: an introduction. *Journal of International Development*, 16(5), 657–664. <https://doi.org/10.1002/jid.1118>

Stevenson, N. (2012). Making poverty history in the society of the spectacle: civil society and educated politics. In *Postcolonial perspectives on global citizenship education: Vol. Routledge research in education*. Routledge.
http://sfx.ucl.ac.uk/sfx_local?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&ctx_tim=2017-08-25T19%3A13%3A48IST&url_ver=Z39.88-2004&url_ctx_fmt=info:ofi/fmt:kev:mtx:ctx&rft_id=info:sid/primo.exlibrisgroup.com:primo3-Journal-UCL_LMS_DS&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.genre=book&rft.atitle=&rft.jtitle=&rft.btitle=Postcolonial%20perspectives%20on%20global%20citizenship%20education&rft.aulast=Andreotti&rft.auinit=&rft.auinit1=&rft.auinitm=&rft.ausuffix=&rft.au=&rft.aucorp=&rft.volume=&rft.issue=&rft.part=&rft.quarter=&rft.ssn=&rft.spage=&rft.epage=&rft.pages=&rft.artnum=&rft.issn=&rft.eissn=9780415884969&rft.isbn=9780203156155&rft.sici=&rft.coden=&rft_id=info:doi/&rft.object_id=&rft.856_url=http://www.tandfebooks.com.libproxy.ucl.ac.uk/isbn/9780203156155&svc_val_fmt=info:ofi/fmt:kev:mtx:sch_svc&svc.fulltext=yes&rft_dat=%3CUCL_LMS_DS%3E002693198%3C/UCL_LMS_DS%3E%3Curl%3E%3C/url%3E&rft.eisbn=&rft_id=info:oai/&req.language=eng

Storey, A. (2015). Measuring Human Development. In G. McCann & S. McCloskey (Eds), *From the local to the global: key issues in development studies* (Third edition, pp. 23–38). Pluto Press.
<https://contentstore.cla.co.uk/secure/link?id=59cf0016-6e1b-e711-80c9-005056af4099>

Sumner, A. (2011). *Global poverty and the new bottom billion: what if three-quarters of the world's poor live in middle-income countries?* Institute for Development Studies.
<https://opendocs.ids.ac.uk/opendocs/handle/123456789/900>

Tallon, R. (2012a). Emotion and Agency within NGO Development Education: what is at work and what is at stake in the classroom? *International Journal of Development Education and Global Learning*, 4(2), 5–22. <https://doi.org/10.18546/IJDEGL.04.2.02>

Tallon, R. (2012b). The Impressions Left Behind by NGO Messages Concerning the Developing World. *Policy & Practice: A Development Education Review*, 15, 8–27.
<https://www.developmenteducationreview.com/issue/issue-15/impressions-left-behind-ngo-messages-concerning-developing-world>

The Global Dimension website (formerly of UK DFID). (n.d.). <https://globaldimension.org.uk/>

Think Global (formerly the UK's Development Education Association). (n.d.). <https://think-global.org.uk/>

UNESCO | Teaching and Learning for a Sustainable Future. (n.d.). <http://www.unesco.org/education/tlsf/index.html>

Wilson, K. (2011). 'Race', Gender and Neoliberalism: changing visual representations in development. *Third World Quarterly*, 32(2), 315–331.
<https://doi.org/10.1080/01436597.2011.560471>

World Bank Group - International Development, Poverty, & Sustainability. (n.d.).
<http://www.worldbank.org/>

World's Largest Lesson, teach about the Global Goals - Global Dimension. (n.d.).
<https://globaldimension.org.uk/resources/worlds-largest-lesson/>

Young, H. (2010). Naming the world: Coming to terms with complexity. Policy and Practice: A Development Education Review, 10, 99-104.
<https://www.developmenteducationreview.com/issue/issue-10/naming-world-coming-terms-complexity>