Global Citizenship Education: a case study of the UK-based non-governmental organisation Reading International Solidarity Centre

Doctorate in Education

Institute of Education

Léna Royant

December 2017

Acknowledgements

I would like to thank all the people who gave me invaluable support along the way.

In terms of the development of my (research) ideas and of my determination to keep on developing them despite everything going on at the personal level and at the scale of humanity, special thanks go to: Jean, John, Patricia, Oya, Eliza, Ivan, Marie-Thérèse, Robert, Jessica, Timothy, Matthew, Rachel, Young, Annika, Mireille, Carlos, Nigel, Mahmood, Christine, and to the late, Jennifer, Jessica, Stanley and Claude.

My mother, Marie-Annick, and my late father, Christian, have supported even my most unusual learning experiences. My brother, Julien, has always been there for me when most needed. I would not have been able to complete this doctoral thesis without the everyday grounding provided by my young sons, O-ren, Da-san, and Ka-rel. A big thank you to all my family, to the living members and the ones who are not here any more, for having provided me roots. I would also like to thank all the families across the world who gave me a hand, a meal, a roof, hope about our humanity. Finally, I would like to greet all the sisters and brothers engaged in the struggle.

Declaration of original authorship

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

Léna Royant

Abstract

This thesis examines global citizenship education (GCE) within the context of a case study of the non-governmental organisation (NGO) Reading International Solidarity Centre (RISC). It also examines the relations that exist between GCE and (global) citizenship from a critical perspective. GCE is characterised as a form of critical education as revealed through the perspectives of critical educators and education philosophers, through social and educational movements in general, and through the development education movement specifically. The methods of data collection employed include individual interviews, a focus group, observations and documentary analysis. A grounded analysis of the data and a critical discussion of the results provide insight into the policy making and educational strategies of RISC, its delivery of GCE, and the institutionalisation of critical GCE. The study identifies the importance of NGOs in delivering critical GCE on a long-term basis, and their contribution to the development of an education that engenders, through participation, citizen's awareness of their individual and collective responsibility for inequalities and social change. Thus the emphasis is on the power of agency in (global) citizenship and on citizens' participation in GCE.

Table of contents

List of tables

Table 5.2 Analytical framework looking at environments for action and associated critical
GCE practices

List of figures

List of photographs

List of abbreviations

ACCG African Caribbean Community Group

BAFTS British Association of Fair Trade Shops

BERA British Education Research Association

CAFOD Catholic international development charity

CoDEC Consortium of Development Education Centres

CPD Continuous Professional Development

DAF Development Awareness Fund

DE development education

DEA Development Education Association

DEAR Development Education and Awareness Raising

DEC Development Education Centre

DECSY Department Education Centre South Yorkshire

DFE Department for Education

DFEE Department for Education and Employment

DFES Department for Education and Skills (2001-2007)

DFID Department for International Development

EC European Commission

ECG Expert Consulting Group

G8 Canada, France, Germany, Italy, Japan, Russia, the USA and the UK

GCE global citizenship education

GLP Global Learning Programme

HM Her Majesty's

IMC Independent Media Centre

IMF International Monetary Fund

ITE Initial Teacher Education

ITT Initial Teacher Training

KS Key Stage

LGBT Lesbian, gay, bisexual, and transgender

LSE London School of Economics and Political Science

MDGs Millennium Development Goals

MSC Manpower Services Commission

NCVO National Council for Voluntary Organisations

NGO non-governmental organisation

PSHE personal, social, health and economic

PSRC Public Sector Research Centre

PPP public-private partnerships

PwC PricewaterhouseCoopers

QCA Qualifications and Curriculum Authority

RCRE Reading Council for Racial Equality

RFF Reading Faith Forum

RISC Reading International Solidarity Centre

ROM Results Oriented Monitoring

RSS Royal Statistical Society

RVA Reading Voluntary Action

SDGs Sustainable Development Goals

SENCO Special Educational Needs Co-ordinator

TEESNET Teacher Education for Equity and Sustainability

UDHR Universal Declaration on Human Rights

UK United Kingdom

UKOWLA UK One World Linking Association

UMIST University of Manchester Institute of Science and Technology

UN United Nations

UNDP United Nations Development Programme

UNESCO United Nations Educational, Scientific and Cultural Organization

UNICEF United Nations Children's Fund

VSO Voluntary Service Overseas

WEB World Education Berkshire

WHO World Health Organization

WTO World Trade Organisation

WWW World Wide Web

Introduction

This chapter introduces the study by defining the research subject, global citizenship education (GCE), and characterising the rationale for the research. It then looks at what GCE looks like from a critical perspective, and proposes to research GCE through the case study of a non-governmental organisation (NGO). This is followed by a summary of the chapters to be presented in this study.

Global citizenship education (GCE)

It could be argued that the terms 'global citizenship' and 'global citizenship education' are used ambiguously and given different meanings within and across contexts (Oxley and Morris, 2013). There is a risk of global citizenship being a-historical and under-theorised both in schools and in Initial Teacher Education and Training (Hicks, 2008). The term 'global citizenship' is mostly used in education by NGOs (like Oxfam and Christian Aid), UNICEF, and development educators (Hicks, 2008). It is a term that was put forward in education policies in 1997 by Oxfam, an international NGO, in its influential *Curriculum for Global Citizenship* (reedited in 2015):

> A Global Citizen is someone who
> - Is aware of the wider world and has a sense of their own role as a world citizen
> - Respects and values diversity.
> - Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally.
> - Is passionately committed to social justice.
> - Participates in and contributes to the community at a range of levels from the local to the global.
> - Is willing to act to make the world a more equitable and sustainable place.
> - Takes responsibility for their actions (Oxfam, 2015, p. 5)

It is important to note that it is an international NGO (Oxfam) which has designed and promoted a 'curriculum' for global citizenship. A curriculum is generally designed, promoted and evaluated by state representatives rather than by NGO representatives. This could suggest that promoting global citizenship is not seen a priority by the government and that GCE is not seen as a governmental responsibility. It could also suggest that the government entertain a problematic relationship with global citizenship and with the co-existence of a soft approach to global citizenship and a critical approach to global citizenship. The soft approach promotes awareness of global issues and empowers individuals to act in pre-defined ways (for example mass charity campaigns) whereas the critical approach is about favouring critical thinking and ethical action (for example the analysis of one's own context and position, and the direct

localised participation in social change) (Andreotti, 2006, in McGillicuddy, 2011). NGOs are seen as a key space for citizens' participation in the Modern Liberal Democratic Nation-State (volunteering with NGOs is promoted as a form of citizens' participation). By 'the Modern Liberal Democratic Nation-State' the researcher refers to situated historical meta-political realities and to a dominant political model, which has developed since the 19th century in Europe and, it could be argued, gives itself the mission of defending and promoting democracy and freedom, and the interest of capital. The shortened term 'the Nation-State' is used in the thesis to refer to 'the Modern Liberal Democratic Nation-State'. Moreover, as just discussed, NGOs position themselves as key GCE policy makers.

For the purpose of this research, reference is not made to pre-established definitions of what GCE is within dominant discourse. The research is interested in what GCE is for those delivering it.

Rationale for the research on GCE: the current material and symbolic context of citizenship

From the perspective of the researcher, the current material and symbolic context is itself a *raison d'être* of the research: the diversity, complexity and inhumanity of current issues calls for efforts from philosophers, researchers and educators alike to consciously try and contribute to solving these issues through the education of citizens and through active and direct participation as citizens. In short, the researcher's motivation to conduct research on GCE is based on:

> … a refusal to accept the inevitability of increasing inequality, misery, exploitation and violence (Holloway, 2002, p. 6).

This refusal implies believing that social change is possible. Only assuming the social construction of individuals, society and the world, allows believing that social change possible. Hence the research assumes a social constructionist perspective as a starting point.

The material and symbolic context is first discussed in general terms and then through the UK *Prevent Strategy* implemented in the country where this empirical research was conducted.

If everybody would agree on the importance of citizenship, what citizenship is about and should be about is a very contested matter. Institutionalising citizenship comes to educating

formally and informally citizens about what citizenship is about. The state of our world (the level of inequality and violence particularly) suggest that there is a problem with citizenship, and that not everybody equally participate to making decisions, on matters in which we all have an interest, that impact us all. The national governance of democracies is not trusted to represent people's interest and is rather seen as representing the interests of the elites. In the course of the research, the research subject has become more and more topical and urgent to address.

- **Inequalities**

Inequality comes in many forms that can reinforce one another and lead to a negative effect on one's health and well-being. In a report entitled 'Environmental health inequalities in Europe' (2012), the World Health Organization (WHO) highlights a correlation in all European countries between for example living in a damp dwelling detrimental to health, and being on low income. Moreover, as Wade (2009) highlights, in the last quarter century the general trend in national and global income distribution has been towards rising income inequality. Such examples of a variety of interacting inequalities contributed to the researcher's concern about how educators can contribute to solving rather than legitimating this inequality issue. Reducing inequalities between and within countries, in the researcher's view, is a question of human survival that requires collective and individual actions to be undertaken and critical thinking to envisage news ways of doing things, and the capacity to imagine a better world for all as possible. Accordingly, a form of education that favours critical consciousness and action is essential to the reduction of inequalities.

- **Violence**

All types of violence (material, physical and symbolic) seem to the researcher to be currently exacerbated. Some forms of violence are seen as legitimate by national governance (for example the symbolic violence of Extreme Right parties and movements) whereas others are punished by the law (perpetrating 'terrorist attacks'). The discourse used by the governance of dominant Nation-States is itself more and more exclusive and prejudicial, including towards some of the citizens they are supposed to represent.

Nation-States have been characterised by their monopoly on legitimate violence. One key political and structural factor that has contributed, according to Guibernau (1996, p. 51-52), to the ascendance of the Nation-State is: 'the consolidation of territorial units by bureaucratic

absolutist states that for the first time were able to hold the monopoly of the means of violence inside their territory'.

Very little information is provided by national governance and mainstream media to citizens about the violence perpetrated by national armies in other countries of the world in the name of democracy. In contrast, terrorist attacks within the national territories of the dominant Nation-States are strongly condemned. In today's context where the national governance of dominant Nation-States promotes warfare and the arm industry, the legitimacy of national education policies is not to be taken for granted by educators interested in practising non-violent conflict resolution and in contributing to social change through the making of a less unequal, less violent, and more inclusive society. Moreover, the role attributed to education by national governance should also be questioned by educators in that they need to know what education is about and which issues it can hence aims to contribute solving.

- **The dominant globalising ideology**

Bourdieu (2003, p. 9) sees what is misleadingly called 'globalization' as 'the imposition on the entire world of the neo-liberal tyranny of the market'. This tyranny is made possible and legitimated through 'globalization' being a fake universalism, the effect of a 'policy of depoliticization' (Bourdieu, 2003). A process associated with the dominant globalising ideology is managerialism, a process whereby people are treated as things. Associated de-humanising managerial practices require the working of 'policy technologies' that deny the possibility of an ethical self (Balls, 2003). Managerialism practices and assessment practices are closely inter-connected. Assessment practices have developed so much within society that it can be suggested that:

> Teaching and pedagogy are increasingly being replaced by and redefined as assessment (Biesta, 2012, p. 4).

A general concern for educators is how little discussion takes place in this depoliticised environment, on what learning actually is:

> There is a danger that the 'learning society' … will work with an impoverished notion of learning, one which fails to account for what it means to come to understand, or to see things from a different point of view, or to grasp the logical structure of a discourse, or to ponder upon and struggle with new meanings, or to reach alternative and possibly not popular conclusions. (Pring, 2000, p. 22)

It is argued by Bourn (2014) that the recent use of the concept of 'global learning' by policy makers aims to put emphasis on learning and the globalised nature of the world. However, in the course of the research, the researcher was surprised at an academic conference on global learning (Institute of Education, University of London, 12th May 2014) that the concept of learning was not defined nor discussed in the key note by an influential international voice on global learning. Instead, the model presented was both related and limited to consumption and choice. This illustrates that education policies run the risk of conveying a more and more exclusive vision of society and a more and more depoliticised vision of politics.

Exemplifying the current ideological context: the UK *Prevent Strategy*

The current dominant globalising ideology is hard to characterise because it lacks logical and conceptual consistency and clarity. However the example of the UK *Prevent Strategy* provides a better grasp of the characteristics, which educators find themselves in the position of having to implement: policies that they might see as part of the problem rather than as part of the solution. This is the case with the *Prevent Strategy* developed from 2003 (Cobain, 2016) and reviewed in 2011 (HM Government, 2011). The *Prevent Strategy* aims to:

> - respond to the **ideological challenge** of terrorism and the threat we face from those who promote it;
> - **prevent people from being drawn into terrorism** and ensure that they are given appropriate advice and support; and
> - work with **sectors and institutions** where there are risks of radicalisation which we tend to address (HM Government, 2011, p. 7, emphasis in the original)

It could be argued that the *Prevent Strategy* (HM Government, 2011) establishes bridges between the action of the armed forces, and formal and informal education:

> Prevent is part of our counter-terrorism strategy, CONTEST. Its aim is to stop people becoming terrorists or supporting terrorism (p. 22).

> Prevent will remain one part of our counter-terrorism strategy, CONTEST. The relationship between Prevent and what we call Pursue (such as work to investigate and disrupt terrorism activity) must be very carefully managed. Prevent is not a means for spying or for other covert activities (p. 39).

> Schools can help to protect children from extremist and violent views in the same ways that they help safeguard children from drugs, gang violence or alcohol (p. 69).

> We are concerned that some universities and colleges have failed to engage in Prevent (p. 75).

Since 2011, 600,000 frontline public sector staff have been trained in how to identify those vulnerable to radicalisation (Travis, 2016). The strategy also relies on intelligence coming from community leaders (Graham, 2017). According to Travis (2016) around 400 children under ten have been reported in four years to the police under the *Prevent Strategy*.

The monitoring and reporting of 'extremism' or extremist behaviour is also part of the *Prevent Strategy*. Extremism is defined as:

> Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of our armed forces, whether in this country or overseas (HM Government, 2011, p. 107).

Extremism is thus characterised in terms of British values, rather than in terms of human rights or human needs.

The *Prevent Strategy* is a top-down policy based on assessments of future risks (such as risks of future terrorist attacks) and on assessing future risks (such as the risk of someone being radicalised in the future). It is the perspective of the researcher that focusing on unknown, hypothetical futures is a philosophical practice which is detrimental to resisting oppression. It is the *current* level of violence, inequality and environmental degradation that needs urgent attention - not the hypothetical future. The researcher is also concerned that the assumption, that it is possible to assess that someone risks being radicalised in the future, appears dubious. There is no reason to assume that radicalisation is a linear development process rather than made of events, which might appear unrelated from an outside perspective. There are also no grounds to assume that it is possible to know and control what people think.

This reliance on assessments of an unknown future implies that some of the people targeted by the strategy are targeted independently of their actual, present practices, and therefore discriminated against. This targeting of non-violent practices is expressed as follows in the strategy:

> We remain absolutely committed to protecting freedom of speech in this country. But preventing terrorism will mean challenging extremist (and non-violent) ideas that are also part of a terrorist ideology (HM Government, 2011, p. 22).

NGOs, such as the Open Society Justice Initiative (US-based NGO) and Rights Watch UK, have raised their voices to condemn the *Prevent Strategy* in that it discriminates against some citizens and is prone to violate the rights of some citizens (Cobain, 2016). In 2015, health services, schools and universities, and community organisations were given (in the Counter-Terrorism and Security Act) the statutory duty to implement the *Prevent Strategy*: in the *Prevent duty guidance* (HM Government, 2015) it is highlighted that those in leadership positions in these public institutions and community organisations are expected to:

- establish or use existing mechanisms for understanding the risk of radicalisation;
- ensure staff understand the risk and build the capabilities to deal with it;
- communicate and promote the importance of the duty; and
- ensure staff implement the duty effectively (p. 7)

For example, every university should carry an assessment of how at risk of radicalisation its students are:

Universities will be expected to carry out a risk assessment for their institution which assess where and how their students might be at risk of being drawn into terrorism. This includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit (p. 22)

The Open Society Justice Initiative has asked the government, amongst other things, to place the health and education systems outside its remit and to stop targeting non-violent extremism (Cobain, 2016).

While recognising the importance of engaging with the issue of terrorism, educators might consider that the *Prevent Strategy* and its intention to combat radicalisation also risk furthering prejudices and violence. As outlined in the preamble of the Universal Declaration on Human Rights (UDHR) adopted in December 1948, by the then 58 member states of the United Nations, there seems to be a link between accessing human rights and the need to rebel:

… it is essential, if man *(sic)* is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law … (UN, 1948)

The *Prevent Strategy* is however portrayed as if it were based on the awareness of the effects of discriminatory policies:

At a local level experiences of racism, perceptions of inequality and community conflict, and the experience of other forms of criminality can all create

grievances that may be exploited by apologists for terrorism. Other perceived grievances may relate to the accessibility of services, perceived media hostility, stigmatising Muslim communities (eg through anti-terrorism legislation) and to Islamophobia and extreme far-right activity (HM Government, 2008, p. 36).

From a critical viewpoint, it is hard to see how 'racism, perceptions of inequality and community conflict' could all be categorised as forms of criminality (perceptions of inequality especially). The exploitation of grievances is presented as illegitimate whereas the legitimacy of the grievances is not considered. *The Prevent Strategy* is also portrayed as if it was tackling the issue of the legitimation of the violence exercised by the Nation-State (see discussion above on the Nation-State and the monopoly of legitimate violence):

> At a national level, there is clearly a perception that aspects of government policy (eg foreign and defence policy) fuel radicalisation. We are committed to explaining and debating these policies and responding to the misrepresentations of violent extremists. And we need constantly to be repeating that different views about, for example, foreign policy will never justify acts of terrorism (HM Government, 2008, p. 36).

Terrorism is assumed to always be an illegitimate practice, whereas foreign policy is presented in terms of views rather than in terms of practices. However, it is the researcher's belief that the legitimacy of foreign policy involving killing other human beings, should also and always be questioned.

Summary

It is noticeable that there is a significant gap between the discourse legitimating the *Prevent Strategy* and the discriminatory practices involved in its delivery. Moreover the discourse used lacks in logical coherence and integration. The researcher aims to provide means to educators to position themselves in relation to the ideology exemplified by the Prevent Strategy and to critically re-present such ideology. The *Prevent Strategy* promotes exclusive forms of citizenship, that is for *some* human beings only rather than for *all* human beings. In contrast, what is needed is a form of education starting from our shared humanity, and our shared abilities to learn from one another and to support one another. An inclusive citizenship education and inclusive citizenship practices assume the will to make the world a better place for all human beings (to include less environmental degradation, less violence, less symbolic and material exclusion and division). Discussion and research, on forms and visions of citizenship and education that can be put forward by educators wanting to contribute to

making a less violent and unequal place, is essential considering the ideological and material state of our world.

Conducting critical research on GCE

- **Potential of GCE for social change**

GCE can be about transforming the way we relate ourselves to others and the world, in order to engender social change. GCE has the potential to contribute to citizens wanting to resist oppression and believing through doing that they have the power to do it. However, considering the lack of conceptual and political clarity associated with GCE and keeping in mind that GCE can itself be seen as an archetypical technology of power (Rassool, 2012), a critical enquiry is required.

> 'Critical' approaches ... typically question the official priority given to various problems, challenge the way they are currently formulated, highlight social problems that have been overlooked or neglected, and/or declare some officially defined problems to be spurious … Among critical researchers there is a resistance to treating problems as the product of individual pathology or even localised social causes. The role of societal factors in generating social problems, and the responsibility of dominant groups for them, are emphasised (Hammersley, 2000, p. 35).

Hence, critical approaches look at research as a process of questioning, enacted in this research. Such approach cannot, like the Prevent Strategy discussed above, assume that radicalisation is something like a future individual pathology.

- **Looking at how GCE and citizenship relate to one another**

To be able to identify what GCE is about in practice, is to take into account different types of possible associations involved in GCE.   According to Davies (2006, p. 13-14), GCE can be seen as different types of association:

- global citizenship + education
- global + citizenship education
- global education + citizenship
- education + citizenship + global

Therefore the research for this thesis sets out to make sense of these different types of association. Three different ways (differentiated in the literature) in which citizenship education can take place are: education *about* citizenship, education *for* citizenship, and education *through* citizenship (Arthur and Wright, 2001, in Calvert and Clemitshaw, 2003). A critical perspective mobilises these three ways but is however primarily concerned with

education through citizenship and also education for citizenship. From a critical perspective, GCE is not seen a priori as necessarily different from citizenship considering that GCE and citizenship can be about favouring the same processes, such as critical thinking and a commitment, through practices, to social change. It seems to the researcher that citizenship cannot but be local and global considering that citizenship practices are located in our local environments themselves situated in a global context. From a critical perspective, learning, citizenship, and education cannot but be localised because of a fundamental aspect of the human condition, i.e. our embodiment. Our body is located here and now and we cannot leave our body and travel to another epoch or to another place; hence perception cannot but be localised.

- **The researcher's motivation to look at GCE from a critical perspective**

Being conscious of inequalities is not easy when one occupies a relatively privileged position, because it could be argued that one is educated to legitimate this privileged position and because this consciousness might require changes in terms of living standards that one is not willing to embrace. Perceiving inequalities has been a long learning process for the researcher and has led her to ask how the relationship between our individual actions and a collective state of inequality can be made visible to all and how education can play a part in this process.

The more and more violent, unequal and exclusive society that we are sharing and the personal belief that social change is needed and possible and that education can contribute to social change through favouring perceptual changes, alternative practices and environments for participation and social interactions, have led to the researcher's interest in examining GCE from a critical perspective.

- **The researcher's relation to activism: reclaiming public goods and spaces**

Despite the relatively few opportunities for the researcher to engage in political activism that is committed to the redress of inequality, while an exchange student (through the European student mobility programme Erasmus, in the academic year 1998-1999) at the School of Management of UMIST (University of Manchester Institute of Science and Technology), she became interested in the *Reclaim the Streets! Movement*, which promotes community concern for and ownership of public spaces, and participated in some of its events. Similarly, three years later, while a MSc student in Social Psychology at LSE, the researcher joined a student

society called *'Globalise Resistance'*. *'Globalise Resistance* brings together groups and individuals opposed to the global growth of corporate power' (www.resist.org.uk 2015) and international institutions legitimating that power (e.g. IMF, WTO, G8). It contributes to the organisation of events such as *Another World is Possible* festivals and opposes liberal globalisation and the use of public money for private profit (liberal globalisation is discussed further in Chapter two). Similar to *Reclaim the Streets!*, *Globalise Resistance* opposes the privatisation of public goods in which we are all interested.

The researcher is engaged in empirical critical social and educational research guided by a commitment to learning and social change. Appendix A presents her contribution to academic workshops and conferences. Three of the four presentations look critically at the legitimation of the privatisation of public policy making and delivery, and the privatisation of public goods and services, and the making of a more and more exclusive society. The fourth presentation enacts how images and photographs can be used by educators to re-present and re-construct controversial issues.

Moreover, it could be argued that the researcher has spent the previous twenty years of her life as if a participant observer of a great variety of professional and cultural milieus across the world, as if observing the global social change system. She has exchanged directly with people, who can be seen as benefiting from the current systemic arrangements (e.g. Finance and Audit professionals, a French representative at the World Bank, a Peruvian Minister of Internal Affairs) as well as with people that can be seen as not benefiting from these arrangements (e.g. homeless people, prisoners, people categorised as with 'learning disabilities', slum inhabitants).

- **Bottom-up approach to research**

The research largely characterises citizenship and GCE from the 'bottom-up'. This bottom-up approach is seen as inherent to critical research and is threefold. Firstly, it engages with theories and ideologies associated with GCE and citizenship starting with empirical evidence. Secondly, it studies policy-making practices which are predominantly bottom-up, that is policy-making through the delivery of GCE. Thirdly, it develops a research design built-up according to the social reality being researched.

The research questions

As already stated, the research for this thesis is interested in how the relations between GCE and citizenship are enacted from a critical perspective in the current structural context. The overall research questions are:

- What relations exist between GCE and citizenship from a critical perspective?
- What opportunities are available in contemporary society to facilitate the sustainable delivery of critical GCE?

The research aims to be of interest to philosophers of education, to social science researchers, to educators, teacher educators, and activists alike. It hopes to provide the means to critically think and practise GCE and citizenship, to critically navigate fragmented academic literature, to make sense of incoherent education policies, and to critically re-present controversial issues of our times.

Researching GCE through the case study of a NGO

- **The researcher's direct observation of development politics**

In November 2002, a few months after the researcher had arrived in Peru, the first regional elections took place. One of the researcher's contacts was part of the team of the elected candidate for the region of Lima. The researcher participated in his professional activities and learned a lot about: issues related to the public provision of health services when public funding is lacking; issues related to the interventions of foreign NGOs and of foreign-funded NGOs not necessarily contributing to an increased equality of access locally; issues related to the corruption of public representatives by representatives of multinationals to grant public contracts; issues related to the power differentials between the representatives of the World Bank and international NGOs, and the representatives of local national institutions and NGOs with whom international NGOs are subcontracting the delivery of development projects. From this experience, the researcher developed her awareness of the global ambit of action of international NGOs and that their practices are related to development, education and citizenship issues.

- **The context of NGOs' actions**

Voices against charity

Voices against charity have gained in public visibility. For example, on 7th and 8th July 2014, the Centre for Applied Philosophy, Politics and Ethics of the University of Brighton organised

a conference on '*Why Charity? The politics and ethics of charity*' (7th and 8th July 2014). One of the issues proposed for discussion was: Should we campaign against charity? In the same vein, Ahmed (2004, p. 141) highlights how the 'liberal politics of charity' tends to reproduce power relations:

> The liberal politics of charity … usually makes the loving subject feel better for having loved and given love to someone presumed to be unloved, but … sustains the relations of power that compel the charitable love to be shown in this way.

Voices against aid and development policies

Economic globalisation and capitalist development are based in various ways on relations between countries established in particular through colonialism and decolonisation, as expressed in the current relations between countries that are aid donors and countries that are recipients. The legitimacy of development aid is increasingly questioned both in donor and recipient countries; for example in 2012, India's Finance Minister publicly criticised aid received from the UK, as not required and as 'peanuts' (Gilligan, 2012). This is one example of the criticisms voiced against development aid politics and the re-arrangement of aid politics, and geo-politics. The aid and development debate has been characterised by Cohen (2001, p. 179) as follows:

Reproducing power relations	Challenging power relations
- *Charity and relief* - hand-outs and first aid that encourage dependency and exonerate donors from causal responsibility. - *Attitudes* that remain racist, colonialist and Eurocentric. - *Simplicity:* images of rescuing that ignore the complex causes of Third World poverty. - *Negative imagery:* de-contextualized misery, permanent victims, endless suffering, helplessness, images designed to evoke tear-jerking compassion.	- *Social justice and complexity* – structural causes, commodity prices, civil wars, Third World debt, the World Bank, IMF stabilization, geopolitics, global power shifts, integrated development, debts adjustment programmes, sustainable health care, world nutritional patterns. - *Empowerment and positive imagery* – community, participation, self-sufficiency, productivity, rights, dialogue, consultation with project partners.

Table A- The international aid debate (Cohen, 2001)

Considering the role of NGOs as spaces for citizens' participation and their position in the current context of structural (material and ideological) globalised and globalising processes, it seems fruitful to look at GCE through the case study of a NGO.

- **The case study of a UK-based NGO delivering GCE**

To focus on how critical GCE can be in practice, this research starts from the set of practices that characterise a UK-based NGO active in the delivery of GCE and recognised as a model of best practices: RISC (Reading International Solidarity Centre), founded at the beginning of the 1980s to promote understanding of worldwide issues. It can here be underlined that the case study is about GCE but also about development education. This is because GCE was previously referred to as 'development education' and development education refers to a movement that has influenced GCE (see Chapter two), and the case study, RISC, is a Development Education Centre (DEC). DECs work at the level of the 'coming together' of international development policies and national education policies, that is traditionally policies for 'distant others', citizens of 'developing' countries, and policies for 'us', citizens of developed countries. Working at that level makes it possible to acknowledge links between development policies and education policies, and develop alternative education and citizenship practices.

The layout of the thesis

Chapter one looks at citizenship and GCE within the Modern Liberal Democratic Nation-State (context within which citizenship developed and context in which it has been highly institutionalised through laws and policies, education and development policies in particular), and within the context of other globalising processes and institutions. The term 'globalising processes' is favoured over 'globalisation' because it is evident from the author's research that what is involved in 'globalisation' is often very unclear and contested, and so as to render the dynamic character of realities. It emerges from the analysis presented in Chapter one that if one assumes that citizenship must be accessible to all human beings, then in the current structural context, citizenship is real only in terms of resistance to oppressive (globalising) processes. Added to the discrepancy existing between citizens' rights as declared and citizens' rights as accessed, there is a great discrepancy between the principles enacted in GCE policy discourse and in citizenship policy discourse.

Chapter two reviews the fragmented literature on the political, pedagogical and philosophical bases of critical GCE by bringing into discussion Dewey's and Freire's contributions, by contextualising critical GCE in development and educational movements, and by situating critical GCE within the literature on 'counter-education'.

Chapter three discusses the case study strategy and methodology adopted in this research to conduct a bottom-up analysis of the delivery of GCE interventions. A key objective of the methodology, met through the triangulation of data, is to render the variety of perspectives involved in the making of GCE through delivery: student-teachers, teachers, NGO-based and university-based teacher trainers and other development and education experts.

Chapter four analyses the case study, RISC, a UK-based NGO delivering GCE interventions. RISC is characterised as an organisation, in terms of the form of GCE it delivers and the form of (global) citizenship it promotes, in terms of experts' experiences in designing and delivering interventions in GCE, and in terms of the constraints and opportunities associated with their structural environments.

Chapter five is a discussion about the challenges faced by teacher educators and the ways in which GCE, as practised and promoted by RISC, is being institutionalised through the pedagogy used and the social and political principles enacted by RISC.

Future research, suggested in the conclusion, is interested in characterising further: NGOs which, like RISC, deliver critical GCE on a sustainable and long-term basis; and the cognitive and practical importance of relations and relation-making for critical educators.

Chapter one: citizenship, education and development in the context of the Nation-State and other globalising processes

This chapter discusses (the relations between) citizenship, education and development policies within the context of the Nation-State and other globalising processes. Through a critical analysis of the literature on citizenship and the Nation-State and on globalisation, the Nation-State can be seen as a globalising process and a pillar of globalisation, even if it is presented by the dominant ideology as opposing globalisation. The Nation-State, and multinational institutions and organisations (businesses included), can be seen as reproducing the same ideology notwithstanding the fact that this ideology is a dichotomy between global governance and the Nation-State. Based on this, the analysis provided in this chapter parallels the Nation-State and other globalising processes and institutions, in order to critically look at (global) citizenship and (global) citizenship education as promoted by dominant actors.

Citizenship within the context of the Nation-State and citizenship within the context of globalising processes being most often looked at and analysed separately hides the fact that the Nation-State itself is a globalising process. Moreover citizenship is always jointly located in local, national, and global social contexts and the Nation-State and other globalising processes similarly institutionalise and legitimate inequality and violence. The first section of the chapter provides an analysis of how the concept of citizenship has been institutionalised. The second section focuses on ways of looking at citizenship as a set of practices. The third section looks at different forms of citizens' participation: political, economic, technological, environmental, and financial. The fourth section looks at citizenship and education policies and the fifth section looks at citizenship and development policies.

1.1 The institutionalisation of citizenship

A review of literature on citizenship, the Nation-State and 'globalisation' revealed that five pillars and processes (associated with citizenship as dominantly promoted and legitimated) can be differentiated: popular sovereignty and equality; nationality and rights; the cultural homogenisation of citizens; the Nation-State as a global model; and citizenship, identity and Othering.

1.1.1 Popular sovereignty and equality

The Nation-State is seen as having developed since the late 18th century (Anderson, 2006, Hobsbawm 1992). The French Revolution in 1789, and its slogan '*Liberté, Egalité, Fraternité*' (that is 'Liberty, Equality, Fraternity') contributed to establishing the Nation-State in terms of the concepts of popular sovereignty and equality, both pillars of citizenship. Article 3 of the 1789 French Declaration of the Rights of Man and of the Citizen highlights that: '*Le principe de toute Souveraineté réside essentiellement dans la Nation*' (that is 'the principle of all sovereignty resides essentially in the Nation'). The Nation-State is characterised by (1) its territoriality defined by boundaries, (2) having political sovereignty, that is, existing independently, having its own set of rights and laws with powers vested in the state, (3) a cohesive community bound by its own culture, language and distinctive way of life (Rassool, 1999). Like Rassool (1999), Smith (1986) also includes cultural processes in his analysis and suggests that the Nation-State developed in association with three types of revolution: the division of labour, the control of administration, and cultural coordination. The current function given, in the global material order, to pre-defined and reified assessment (as illustrated in the introduction through the critical analysis of the *Prevent Strategy*) can be seen as a product and a pillar of these three revolutions.

Gellner (2006) conveys the dominant assumptions of the Enlightenment for liberalism - namely that the concept of popular sovereignty and equality are the symbolic and ideological bases of a liberal democracy. Gellner's propositions (2006, p. 93) are explicitly constructed against Marxist approaches and the importance they give to the class struggle between the bourgeoisie and the proletariat: 'capital, ownership and wealth were simply ignored, and deliberately so' of his analysis. Propositions such as the one made by Gellner illustrate that:

> …regardless of the actual inequality and exploitation that may prevail in each, the nation is always conceived as a deep, horizontal comradeship (Anderson, 2006, p. 6).

The ideological character of the concept of equality for liberalism is revealed in the reversion of the causal relations existing between equality and resistance to oppression expressed in the differences that exist between the 1789 French Declaration and the 1793 French Declaration. Article 2 of the 1789 Declaration of the Rights of Man and of the Citizen characterises 'liberty, ownership, safety, and resistance to oppression' as the 'natural and imprescriptible rights of Man (*sic*)' (researcher's translation). In Article 2 of the 1793 French Declaration of the Rights of Man and of the Citizen 'resistance to oppression' has been replaced by

'equality'. Article 33 of the 1793 Declaration declares that 'resistance to oppression is the consequence of the other rights of Man'. Resistance to oppression is characterised as a consequence of equality rather than as a condition for equality.

Because of the lack of direct physical interactions between its members, the nation can be seen as an 'imagined' community (Anderson, 2006). Smith (1986, p. ix) focuses on the importance of 'specific historical experiences', including from pre-modern eras, and of 'the 'deposit' left by these collective experiences'. He is interested in the 'cultural attributes of memory, value, myth and symbolism' (p.3). In resonance with Smith's proposition, Ahmed (2004, p. 202) proposes that:

> Through emotions, the past persists on the surface of bodies. Emotions show us how histories stay alive, even when they are not consciously remembered how histories of colonialism, slavery, and violence shape lives and worlds in the present.

It is noticeable that, similar to the Nation-State, multi-lateral institutions contribute to the reification of unequal relations while being legitimated as about equality. For example, the World Bank makes use of egalitarian discourse in presenting itself as 'like a cooperative, made up of 188 member countries' (www.worldbank.org 2017). It is governed by twenty-five executive directors: the five largest shareholders, France, Germany, Japan, the United Kingdom and the United States, appoint their own executive directors while the other 183 countries share twenty elected directors (www.worldbank.org 2017). From a critical perspective, the pillars for citizenship within the Nation-State, popular sovereignty and equality, lack in reality considering that popular sovereignty and equality are not enacted in national and international governance practices.

1.1.2 Nationality and rights

Historically, citizenship in the Nation-State has been characterised in terms of nationality and declarations of political, social, economic, cultural and legal rights Thus it could be argued that citizenship has been institutionalised in and by the Nation-State through the concepts of nationality and rights.

a- Nationality

The 'principle of nationality' dominates in the post-1918 peace settlements at the end of World War I (Hobsbawm, 1992). Nationality has two main meanings: the character of the

nation, and the status and rights associated with being legally granted citizenship by the Nation-State. The two contrasting meanings of nationality and their relationship are seldom discussed in the literature, which brings further confusion in the debate.

b- Rights

From the end of the 18th century a wide variety of rights have been granted to citizens in declarations (such as the right to express and share one's thought and opinions in the 1789 French declaration; and a right to welfare and a right to education in the 1793 French Declaration) A seminal contribution on citizenship as associated with positive rights is that of Marshall (2009), first published in 1950. He proposed a model in terms of the evolution of the rights associated with citizenship: civil rights in the 18th century, political rights in the 19th century, social rights in the 20th century. This model appears to simplify the links between the various rights and with the exercise of these rights. It is not because rights are granted that they are accessible and accessed – especially since political, civil and social rights were part of the 1793 French Declaration.

The revolutionary concept of popular sovereignty was important in defining the Modern Democratic Nation-State (Guibernau, 1996). Moving from the ideal of popular sovereignty to universal suffrage by which all adults can vote has not been a straightforward, neither a short process. This is evident in the time it took for various categories of citizens to access the right to vote. During the epoch of the French revolution, Marie Gouze a leader of a Parisian women's club wrote a 'Declaration of the Rights of Women' based upon the 'Declaration of the Rights of Man'. The male revolutionary leaders decided her execution in 1793 (Guibernau, 1996). The right to vote was first given to wealthy male citizens only. In 1830 in France only 90,000 of the 30 million inhabitants had the right to vote (Guibernau, 1996). It is through social movements such as the Suffragettes in the UK and the USA during the late 19th and early 20th Century that this right was later given to women (in France in 1944).

The gap between principles adopted in declaration and practices is materialised both at the national level and at the global level. This gap is so important that the following use of the rhetoric of human rights and of the Nation-State is possible:

> The humour of Paraguayan torturers in the seventies was cruder [than the humour of Argentinian torturers]. They mocked President Carter's human rights rhetoric by naming their different sticks according to the size: 'Constitution', 'Democracy', 'Human Rights'. As they beat people, they would shout, 'Here is

your Human Rights'. In Brazil, torturers (referring to the UN Declaration on Human Rights) would say, 'Time to apply the Declaration again', while tying a prisoner on the parrot's perch and fastening the wires to his body (Cohen, 2001, p. 83).

1.1.3 The cultural homogenisation of citizens

National identity formation processes, an associated shared culture and a shared language are promoted in a variety of ways (such as through compulsory education and the mass media).

Guibernau (1996, p. 43) defines nationalism psychologically and politically in terms of identity as follows:

> Nationalism is a sentiment that has to do with attachment to a homeland, a common language, ideals, values and traditions, and also with the identification of a group with symbols (a flag, a particular song, piece or music or design) which defines it as 'different' from others. The attachment to all these signs creates an identity; and the appeal to that identity has had in the past, and still has today, the power to mobilize people.

Kedourie (1993, p. 67) characterises the associated identity formation processes as follows:

> The [nationalist] doctrine divides humanity into separate and distinct nations, claims that such nations must constitute sovereign states, and asserts that the members of a nation reach freedom and fulfilment by cultivating the peculiar identity of their own nation and by sinking their own persons in the greater whole of the nation.

The attachment and belonging to the nation is based on the sacralisation of values, process through which these values are taken for granted, shape consciousness itself, (what Gramsci refers to as hegemonic consciousness). A key element of homogenisation within the Nation-State is communication in the chosen national language. The importance of language cannot be overestimated. 'Language as a mediating variable plays a central role in the social construction of reality' (Rassool, 1999, p. 223). Language is an essential element in identity formation as it is 'the means through which a man *(sic)* becomes conscious of his *(sic)* personality' (Kedourie, 1993, p. 56). From a nationalist perspective, a language reflects the uniqueness of the nation and expresses a specific view of life and the world (Guibernau, 1996). Smith (1986) highlights the key role that administrative languages played in producing a standard mode of communication. The Nation-State makes education compulsory for all children from a young age to adolescence:

> A modern society is [...] like a modern army, only more so. It provides a very prolonged and fairly thorough training for all its recruits, insisting on certain

shared qualifications: literacy, numeracy, basic work habits and social skills, familiarity with basic technical and social skills (Gellner, 2006, p.27).

According to the rules of the Nation-State, all children should receive the same compulsory education. Gellner (2006) suggests that the monopoly of legitimate education is more important for the Nation-State than the monopoly of legitimate violence. This need is so important that the Nation-State is keeping the function of controlling the quality of the delivered education even when the education system is partly privatised (Gellner, 2006).

In terms of the institutionalisation and development of the Nation-State, Gellner (2006) argues that industrialisation required a cultural homogenisation and a sharing of a standardized vernacular language for the political and cultural boundaries of the Nation-State to be congruent. Weber (1958, in Giddens, 1971) influentially analysed the rationalisation of action as a key characteristic of modern capitalist development, bureaucratisation being the administrative manifestation of this pervasive rationalisation. Gellner (2006, p.26) looks at universal literacy as a pillar of the Nation-State and associates cultural homogenisation with a general de-skilling of the workforce, and the promotion of ex-ante knowledge:

> … the major part of training in industrial society is *generic* training, not specifically connected with the highly specialized professional activity of the person in question, and preceding it. Industrial society may by most criteria be the most highly specialized society ever; but its educational system is unquestionably the *least* specialized, the most universally standardized, that has ever existed (emphasis in the original).

Gramsci (1971, p. 13-14) also looks at the standardisation of objects and of subjects associated with the development and maintenance of the Nation-State:

> Mass formation has standardized individuals both psychologically and in terms of individual qualification and has produced the same phenomena as with other standardised masses: competition which makes necessary organisations for the defence of professions, unemployment, over-production in schools, emigration, etc.

As well as through a centralised system of education, a more culturally framed education is communicated to the public domain through the mass-media. Hobsbawm (1992) attributes two major roles to the mass-media as means to educate the citizen. Firstly, mass media (press, cinema and radio) have accommodated and contributed to the standardisation, homogenisation and transformation of popular ideologies for propaganda purposes by private individuals and the Nation-State. Secondly, mass media have challenged the differentiation

between local and private spheres, and public and national ones, by the integration of national symbols in the everyday life of the citizen.

1.1.4 The Nation-State as a global model

Globalisation takes place through the development of the Nation-State as a worldwide model and the borrowing and lending of public policies between states. A Nation-State cannot but be about other Nation-States as well for co-legitimation purposes in particular. The Nation-State is by definition an exclusive category which differentiates between who belongs and who does not. Such categorisation is also used to classify what Nation-States should be and what they should not be:

> The astonishing shifts in American foreign policy are textbook Orwellian: last year's ally and favoured arms customer becomes today's enemy; today's 'emerging democracy' was last year's terrorist state. (Cohen, 2001, p. 244)

Public policies are lent, borrowed and transformed from one national territory to another (Anderson, 2006). This lending and borrowing of policy leads to a *bricolage* of ideas, strategies and tools (Van Zanten, 2002). Through 'policy hybridization' (Van Zanten, 2002), discourses, models and policies diffused worldwide interact with national realities and symbolic constructs, and *vice versa*.

1.1.5 Citizenship, identity and Othering

According to Smith's view (1986, p. 135) that 'the sense of boundedness, of inclusion and exclusion, is vital to the definition of the community of citizens, characterising what counts as national identity involves characterising who is excluded, 'us' and 'them' are categories simultaneously made. This exclusive character of institutionalised groups is a feature commonly met in identification formation processes:

> Within certain groups, it may even be a piece of political wisdom to see to it that there be some enemies in order for the unity of the members to be effective and for the group to remain conscious of this unity as its vital interest (Simmel, 1971, in Hobsbawm, 1992, p. 175).

Additionally, gender and post-colonial studies have developed the notion of 'Othering'. Gayatri Spivak (1985, in Ashcroft et al, 2000, p. 141) proposed the term to render 'the process by which imperial discourse creates its 'others''. Thus it can be argued that national identity cannot but favour exclusive identity processes such as Othering. An associated risk is that charity discourses on global poverty add to the notion of Othering.

Like citizenship in the Nation-State, global citizenship has been characterised in terms of the attributes of citizens. For example, Gerzon (2010, in Oxley and Morris, 2013) proposes a scale of identity attributes: egocentric, ideocentric, sociocentric, multicentric and geocentric. Approaches based on attributes of the global citizen have been criticised because of their focus on identities rather than on action to characterise global citizenship, and because of their making of prejudices (Oxley and Morris, 2013).

1.2 Citizenship and practices

This second section is interested in characterising citizenship in terms of conceptions of participation and identity which are not exclusive, nor predefined (unlike the ones promoted by the Nation-State and other globalising processes). The focus is thus put on direct democratic participation and on identity processes for the democratisation of participation.

1.2.1 Citizens' participation and spheres for participation

The original meaning of democracy involves 'the institutionalization of a public use of reason jointly exercised by autonomous citizens' (Habermas, 1994, p.3), that is the making of a public sphere characterised by the quality and accessibility of the exchanges taking place. The act of participation can be seen as the essence of democracy (Pateman, 1970, in Rassool, 1999). The concept of participation can be defined as inclusive of all citizens if citizenship is defined in terms of participation and if participation is accessible to all in practice, through a critical engagement with power relations between participants.

For Smith (1986), citizenship evokes 'the sense of solidarity and fraternity through active social and political participation' (p. 136). In *L'enracinement. Prélude à une déclaration des devoirs envers l'être humain* (1949, p. 61) published in English as *The need for roots. Prelude to a declaration of duties towards mankind*), the French philosopher and activist Simone Weil (writing from London during the German occupation of France in WWII) characterises the importance of participation in terms of participating in what situates us:

> *Enracinement* is perhaps the most important and the most unrecognised need of the human soul. It is one of the hardest to define. A human being has a root through real, active and natural participation to the existence of a group, which conserves alive some treasures from the past and some presentiments about the future. Natural participation, that is brought automatically by the place, the parentage, the profession, the family circle. Each human being needs to have multiple roots. He *(sic)* needs to receive almost the totality of its moral,

intellectual and spiritual life through the milieus of which he *(sic)* is naturally part (researcher's translation).

Smith and Weil put forward a *de facto* citizenship rather than a reified *a priori* category.

Also interested in rendering the contextualised character of participation, Bourdieu (1986) looks at the different aspects of participation and at their interaction through the concept of capital. Participation is capital situated, rather than de-contextualised. Bourdieu deconstructs the concept of capital as a meta-structure in various interacting forms of capital attached to interacting individual citizens. The capitals differentiated by Bourdieu (1986) are cultural capital, economic capital and social capital. The capital that one possesses or which one lacks, is mobilised by, or impinges on, one's participation and potential to participate (according to the respective capitals of various co-participants in social exchanges). Bourdieu's concept of capital makes evident the fact that not all citizens have the same access to participation and that various characteristics of participation interact with one another. Applying Bourdieu's perspective, one can see the role of the citizen as critically engaging with the social, economic and cultural order by taking into account the role and the functioning of capitals.

Like Bourdieu (1986), Habermas (1994) takes into account social actions and the structure within which these takes place. Following Habermas' perspective on democracy, the role of the citizen is not only to participate in the public sphere but also to *make* the public sphere, this public sphere being a pre-requisite of democracy. Habermas' main focus is on the characteristics of communication between participants in the public sphere, whereas Bourdieu's main focus is on the positioning of participants in relation to one another. The analysis and conceptualisation of these two sociologists meet in that the quality and the accessibility of a public sphere (Habermas) is of importance in engaging with and challenging power relations (Bourdieu).

Thus society is characterised in terms of situated practices: 'society derives its materiality from its organising principles, the social relations in which they are embedded, and the network of interactions that traverse its terrain' (Rassool, 1999, p. 219).

From the analysis so far, it appears that from critical perspectives (global) citizenship is chiefly about participation in a variety of social environments themselves situated in a

structural and perceptual context where the relations between social environments are institutionalised and challenged.

1.2.2 Resistance to oppression and inequalities, and participation: social and subjective change

From the perspectives of critical authors, citizenship is conceived as varied participation rather than in terms of rights, obligations, nationality. A critical perspective cannot be developed if different forms of citizens' participation are looked at separately. From a constructionist approach, both participation and environments and spheres for participation mobilise the most subjective and the most collective elements of reality. In this vein, Hobsbawm (1992) argues that national consciousness, social and political consciousness, as interacting phenomena, should be analysed together. Two very influential authors, who view the Nation-State as a meta-political phenomenon are the philosophers, Antonio Gramsci (1971) and Michel Foucault ([1981-1982] 2001).

From a Marxist perspective, Gramsci (1971) looks at the Nation-State as an agent of social control and proposes the following definition of 'the State': 'the entire complex of practical and theoretical activities with which the ruling class not only justifies and maintains its dominance, but manages to win the active consent of those over whom it rules' (quoted in Rassool, 2007, p. 52). Foucault ([1981-1982] 2001) further characterises the social control by the Nation-State as social control of the self by the self, that is, as a form of social control internalised in perception itself.

From a meta-political, philosophical and empirical perspective, Foucault ([1978-1979] 2004) characterises the State in terms of practices of '*gouvernementalité*' (translated as 'governmentality' in the literature), through which state power is diffused to and integrated by individuals. Exclusive identity constructs such as national identities can be de-reified by focusing on self-to-self relations rather than on self-to-others relations as proposed and carried out by Foucault ([1981-1982] 2001), who focuses on the engagement of the individuals, with their own perceptions. Through his focus on governmentality, defined as a strategic field of reversible power relations, Foucault ([1981-1982] 2001) develops an ethics and hermeunetics of the self by which self-to-self relations are seen as potentially conducive to social change. Foucault's proposition is original in its attribution of transformative power for resistance and social change to self-to-self identity formation processes.

Similar to Foucault, Gramsci looks at the Nation-State as both a public and private phenomenon. Gramsci (1971) characterises the Nation-State in terms of two main super-structural levels, namely, political society (or 'the State") and civil society. Gramsci (1971, p. 12) defines political society as:

> … [the] 'direct domination' or command exercised through the State and 'juridical' government.

In contrast, he characterises civil society in terms of:

> … the ensemble of organisms commonly called 'private' …

> … the function of 'hegemony' which the dominant group exercises throughout society

Whereas Gramsci's thought is explicitly Marxist, Foucault's thought is less explicitly so. It could be said that the Nation-State is conceived rather similarly by these authors but from contrasting view points, respectively more in terms of structure and more in terms of subjectivity. In essence a meta-political phenomenon acts very much both at the structural and at the subjective levels. Gramsci (1971) believes the civil society can be seen as the ethical content of the State, and proposes that liberal ideology presents the differentiation between the State and civil society as an organic one when in fact this differentiation is only methodological. Civil society organisations can be seen as a means for redirecting the direct challenge of, and opposition to, the State to a more particularised level more manageable for those in power. Following Gramsci's perspective, civil society can be seen as depoliticising people power and state power.

1.3 Accessing (global) citizenship?

The first section of the chapter focused on citizenship as institutionalised and legitimated in the dominant ideology, while the second section discussed alternative ways of looking at citizenship as a concept. This third section looks at citizenship in terms of access.

1.3.1 Political citizenship

a- Voting

The role of the citizen in democracy includes participating in national decision-making (Rassool, 1999). Citizens exercise their political rights by participating in democratic institutions, by voting at democratic elections. However, the role of the citizen does not

include making decisions regarding long-term economic, financial and defence strategies of the Nation-State. This can contribute to the following being possible:

> … those who are actively responsible for the misery of millions are heaped with honours and given titles of distinction: General, Secretary of Defence, President (Holloway, 2002, p. 1).

b- Accessing supra-national courts and participating in policy making

Nation-States can access European or International courts in a way that people as citizens cannot. Thus, if human rights are granted to all human beings, there is no world court that any human being can directly access to make sure that she/he is accessing her/his human rights. In terms of participation in globalising institutions, it is not easy for an ordinary citizen to obtain a job with a UN agency; it is accessible to the global elite or the 'transnational capitalist class' (Sklair, 2001).

However, citizens from various Nation-States can raise a common voice regarding the public policy of a group of Nation-States (for example against the attack of Iraq in 2003). Citizens from over the world can express themselves through demonstrations or summits, followed in different places via communication technology. Such mobilisations can be about general topics such as globalisation and its alternatives. This can contribute to the production of 'realistic utopias' (Bourdieu, 2003). The slogan of the World Social Forum has been *Another world is possible.*

An example of social movement opposing the global political order is the Rainbow family of Love and Living Light. The Rainbow Family has no leaders and has been characterised as 'the largest non-organization of non-members in the world' (www.welcomehome.org 2014). The Rainbow family has a presence worldwide and promotes in different localities intentional community building, non-violence, and alternative lifestyles (www.welcomehome.org 2014). Gatherings take place in forests to pray for peace on this planet (www.welcomehome.org 2014). The Rainbow Family can be seen as a successor to the 'hippie' movements in the 1960s. It promotes a non-hierarchical organisation of social and political life.

c- Participating in the civil society

Citizens in the Nation-State are also expected to participate in the civil society. There is a consensus on the importance of civil society for democracy. However, various meanings exist according to whether the focus is put on interacting citizens or on organisations representing

citizens' interests or the interests of specific groups of citizens. Civil society refers to 'the informal organisation of social life which operates beyond the direct control of the state' (Rassool, 1999, p. 97); to 'the social, public domain constituted by private individuals' (Rassool, 2007, p. 52, referring to Seligman, 1995); to 'the community of citizens that forms the basis of the democratic state, and their involvement in institutions such as the church, education, cultural organizations, trade unions, social movements and political parties' (Rassool, 2007, p. 61).

1.3.2 Economic citizenship

a- Economic citizenship exercised through work

One way in which economic (global) citizenship can be exercised is through work. However, more and more people in the world are not in paid work (Bourdieu, 1998). Moreover the professional practices of some impinge on others' opportunities to be employed:

> The stock market rises every time there is an increase in unemployment (Holloway, 2002, p.1).

Hence the practice of working for money cannot be seen as a form of economic (global) citizenship accessed or accessible by all. Feminist approaches to the issue of work allow work to being accessible to more human beings by considering unpaid work such as care work as work rather than only paid work.

b- Economic citizenship exercised through consumption

Citizens are attributed the role of contributing to societal economic development, through working and consuming (Rassool, 1999). The Nation-State can be seen as 'the guardian of the market society' (Habermas, 1994). To consume, one needs to engage in paid work, get welfare benefits and/or get into debt. Publicity is used to favour consumption and legitimate consumption as citizen participation.

> Publicity turns consumption into a substitute for democracy (Berger, 1972, p. 149).

From Berger's proposition, it can be argued that publicity legitimates consumption as a a form of citizen participation.

Publicity can be seen as a way through which the economic character of the Nation-State is suggested:

Publicity is usually explained and justified as a competitive medium which ultimately benefits the public (the consumer) and the most efficient manufacturers- and thus the national economy (Berger, 1972, p. 130-131).

c- Economic citizenship through the Nation-State

The economic character of the Nation-State is however generally omitted in the dominant liberal ideology:

The separation of the economic and the political (and the constitution of the 'economic' and the 'political' by this separation) is … central to the exercise of domination under capitalism ... the separation of the economic and the political makes it appear that it is the political which is the realm of the exercise of power (leaving the economic as a 'natural' sphere beyond question) … (Holloway, 2002, p. 32)

In the same vein, Hobsbawm (1992) suggests that it was not possible to theoretically recognise the economic importance of states through a classical political economy that has persons or firms, rather than states, as units of enterprise.

However, if the citizen is given an economic role as a worker, as a consumer and as a tax payer, the citizen does not take directly part in economic decisions nor in financial decisions associated with the Nation-State. It could be argued that it is a contradiction for a democracy based on people sovereignty that, as economic agents, citizens have no direct say in the economic and financial decisions of the Nation-State. This is not surprising considering that the economic character of the Nation-State is hidden within the dominant ideology.

One can directly participate in economic decisions of the Nation-State if one gets elected as public representative at the local, regional, national, European or international levels. Per definition, only some are elected to represent others and this cannot be seen as a form of direct participation accessible to all. People with the required expertise can try to influence the national economic policy debate and national economic policies.

d- Economic citizenship as the critique of the cultural order

Like language and discourse, advertising (mobilising together language, discourse and images) has been looked at, by critical authors, in terms of its contribution to the diffusion of hegemonic discourses and values (such as the value given to consumption):

> In the cities in which we live, all of us see hundreds of publicity images everyday of our lives. In no other form of society in history has there been such a concentration of images, such a density of visual messages … We are now so accustomed to being addressed by these images that we scarcely notice their total impact (Berger, 1972, p. 129-130).

> It is true that in publicity one brand of manufacture, one firm, compete with one another, but it is also true that every publicity image confirms and enhances every other (Berger, 1972, p. 131).

> Publicity is about social relations, not objects (Berger, 1972, p. 132).

Cultural critique has thus developed based on the contribution of various influential authors from the 1960s-1970s. The concept of the 'society of the spectacle' proposed by the French situationist Guy Debord (1992, first published in French in 1967) is useful for critical educators to make logical bridges between economic globalisation, financial globalisation and cultural globalisation. The spectacle is characterised as:

> … the *materialization* of ideology brought about by the concrete success of an autonomised system of economic production – which virtually identifies social reality with an ideology that has remoulded all reality in its own image (p. 116, emphasis in the original).

> The spectacle does not realize philosophy, it philosophises reality, reducing everyone's concrete life to a universe of *speculation* (p. 11, emphasis in the original).

The current widespread assessment of future risks and financial values manifests this universe of speculation. Marcuse (1964) is another influential author who engaged with the links that exist between different manifestations of globalising processes, and who influenced student movements:

> Industrial society possesses the instrumentalities for transforming the metaphysical into the physical, the inner into the outer, the adventures of the mind into adventures of technology (p.184).

> The prescriptions for inhumanity and injustice are being administered by a rationally organized bureaucracy, which is, however, invisible at its vital centre (p. 68)

Marcuse (1964) thus characterises advanced industrial civilisation in terms of 'the rational character of its irrationality' (p.24) and encourages us, as educators and researchers, to question ways in which globalising processes raise such logical and philosophical issues.

e- Economic citizenship as participation in the fair trade movement

The fair trade movement has been based on the development of shops distributing fair trade products, called 'world shops' or 'fair trade shops'. The fair trade movement has publicly acknowledged the unequal structural character of international economic relations. In *A Charter of Fair Trade Principles* (2009, p. 6) adopted by the World Fair Trade Organisation and Fairtrade International, the accepted definition of Fair Trade is as follows:

> Fair Trade is a trading partnership, based on dialogue, transparency and respect that seeks greater equity in international trade. It contributes to sustainable development by offering better trading conditions to, and securing the rights of, marginalized producers and workers – especially in the South. Fair Trade Organizations, backed by consumers, are engaged actively in supporting producers, awareness raising and in campaigning for changes in the rules and practice of conventional international trade.

In the UK context, 'the Fairtrade Foundation is the independent non-profit organisation that licenses use of the FAIRTRADE Mark on products in the UK in accordance with internationally agreed Fairtrade standards' (www.fairtrade.org.uk 2014). It was established in 1992 by CAFOD, Christian Aid, Oxfam, Tradecraft, the World Development Movement, and the National Federation of Women's Institutes. Member organisations now also include Banana Link, Methodist Relief and Development Fund, National Campaigner Committee, Nicaragua Solidarity Campaign, People & Planet, Scottish Catholic International Aid Fund, Shared Interest Foundation, Soroptimist International, Tearfund and Commitment to Life/United Reformed Church (www.fairtrade.org.uk 2014). The fair trade movement legitimates citizenship as consumption, but it also normalises the idea that trade should be fairer.

f- Economic citizenship as making links between economic growth and inequalities

It is noticeable that inequality and inequalities have in recent years regained in discursive legitimacy, which can be seen as a form of acknowledgement of the importance of taking into account power relations. Inequalities are seen, in the dominant ideology, as a factor that needs to be considered for global economic and financial governance. It is acknowledged that inequalities can have a detrimental impact on economic growth. In an article published in *Finance & Development*, a journal published by the International Monetary Fund (IMF), Ostry *et al* (2016, p. 38) highlight that:

> There is much to cheer in the neoliberal agenda. The expansion of global trade has rescued millions from abject poverty.

The authors go on to assess austerity policies (defined as policies to reduce national fiscal deficits and debt levels), as follows:

> - The benefits in terms of increased growth seem fairly difficult to establish when looking at a broad group of countries.
> - The costs in terms of increased inequality are prominent. Such costs epitomize the trade-off between the growth and equity effects of some aspects of the neoliberal agenda.
> - Increased inequality in turn hurts the level and sustainability of growth. Even if growth is the sole or main purpose of the neoliberal agenda, advocates of that agenda still need to pay attention to the distributional effects.
> (Ostry et al, 2016, p. 39)

Importantly, it is acknowledged, by those that do not give importance to inequalities a priori, that (national) inequalities matter if only for economic and financial reasons.

Criticisms of austerity policies in terms of inequalities have also been voiced in the aid and development community. Oxfam (2013, p.1) made reference to inequality in 2013 by highlighting the practical similarities that exist between 'structural adjustment policies' and 'austerity policies' notwithstanding that they are differently called:

> European austerity programmes have dismantled the mechanisms that reduce inequality and enable equitable growth … The austerity programmes bear a striking resemblance to the ruinous structural adjustment policies imposed on Latin America, South-East Asia, and sub-Saharan African in the 1980s and 1990s. These policies were a failure …

It is thus noticeable that voices based on different political viewpoints agree that increasing inequalities is not a solution (even for those benefiting from these inequalities).

1.3.3 Technological citizenship

The technological globalisation is global in the sense that it is legitimated thanks to having universal access as its aim. Yet, arguably, the technological globalisation is not global and technological global citizenship cannot be assumed in the sense that there is not a universal access to the technology being developed by all human beings, for a variety of reasons. For example, one can be excluded because of an inability to read and understand dominant languages such as English and Arabic. Technological global citizenship as accessible to and/or accessed by all does not exist. Moreover, when citizens do participate technologically they do not participate as equals, when we consider, in particular, language power differentials and different national levels of press freedom.

However, the World Wide Web (WWW) can permit the transmission of alternative news, which do not emanate from the multinational media empire. Alternative media such as the Independent Media Centre referred to as Indymedia or IMC diffuses bottom-up news so-to-speak. Indymedia is 'a network of individuals, independent and alternative media activists and organisations, offering grassroots, non-corporate, non-commercial coverage of important social and political issues' (www.indymedia.org.uk 2017).

> The Indymedia UK website provides an interactive platform for reports from the struggles for a world based on freedom, cooperation, justice and solidarity, and against environmental degradation, neoliberal exploitation, racism and patriarchy. The reports cover a wide range of issues and social movements - from neighbourhood campaigns to grassroots mobilisations, from critical analysis to direct action. (www.indymedia.org.uk 2017)

Many activist groups such as Indymedia make use of WWW to resist the neoliberal order and to diffuse alternative representations of the world.

1.3.4 Environmental citizenship

Where citizens are encouraged to recycle some of their rubbish, they have no direct say on how to recycle it, on what to do with the collected items, on who should do it etc. Information about what happens to their non recyclable items is missing. Moreover, citizens are little informed of the exchange of toxic rubbish between Nation-States through businesses. Citizens can however contribute to minimising the environmental damages associated with their consumption through refusing plastic bags and not buying pre-packaged food items. Additionally, in order to limit the pollution due to the transport of food items from other countries and continents, one can favour the consumption of more locally produced food and limit their consumption of non-food items through reusing them.

As individual citizens, anybody can join the campaign for nuclear disarmament or a social movement for environmental sustainability. In his influential collection of essays *Small Is Beautiful: A Study of Economics As If People Mattered* (1973), Schumacher proposes a reformulation of economic aims: minimising consumption and maximising well-being. Also concerned with environmental sustainability, permaculture, which is about 'creating sustainable human habitats by following nature's patterns' (www.permaculture.org.uk 2017), is gaining momentum. The Transition movement exemplifies this trend of activism for environmental sustainability based on the localisation of social and economic practices:

> Transition is a movement that has been growing since 2005. It is about communities **stepping up** to address the big challenges they face by **starting local**. By coming together, they are able to **crowd-source solutions**. They seek to **nurture a caring culture**, one focused on **supporting each other**, both as groups or as wider communities In practice, they are **reclaiming the economy**, **sparking entrepreneurship**, **reimagining work**, **reskilling** themselves and **weaving webs of connection and support**. It's an approach that has spread now to over 50 countries, in thousands of groups: in towns, villages, cities, Universities, schools. (transitionnetwork.org 2017, emphasis in the original)

Environmental (global) citizenship can be seen as accessible to all in terms of the minimisation of environmental damage and in terms of alternative ways of living.

1.3.5 Financial citizenship

In the liberal ideology, the economic and financial characters of the Nation-State are largely discounted. If the financial character of the Nation-State is made invisible, it is difficult to acknowledge that the Nation-State is in part constructed on financial arrangements, on long-term debts with financial organisations and that the positions that countries occupy in the field of inter-national power relations is in part based on their ability to collect taxes so as to repay the debt and pay the associated incurred interest charges: 'about ninety developing countries currently carry public debt equal to 100 per cent or more of their gross domestic product (GDP), and most of them have debt service obligations growing faster than GDP, a clear danger sign' (Wade, 2009, p.6). Countries are rated by multinational credit rating agencies in that respect. Credit ratings of AAA, AA, A, BBB, BB, B, CCC, CC, C, and D are assigned to businesses and countries. AAA or 'Triple A' is the highest rate in terms of capacity to meet financial contracts (Wearden, 2011). The fact that major multinational rating agencies like Fitch Ratings rate businesses and states in the same way, illustrates that like businesses, the Nation-State has an economic and a financial character. However, considering that this character of the Nation-State is largely discounted, it is not conducive to financial citizenship, understood as participation to national financial decisions: no power is given to the citizens in terms of the financial engagements contracted by the Nation-State to which they belong. There has not been a national referendum regarding the decision by the governance of a Nation-State to increase the national debt. Demonstrations in Greece between 2010 and 2012 against such a decision did not succeed.

Getting into debt is a form of financial participation promoted for all, be they Nation-States or poor individuals or groups of poor women. In 2006, the Nobel Peace Price was awarded to

a bank from Bangladesh, the Grameen Bank, a leader in microcredit. By granting the Peace Prize to a bank, a bank is legitimated as a global peace actor. Getting into debt cannot be seen as about enacting critical (global) citizenship considering that the development of the debt market can be seen as a pillar of capitalist development and of the legitimation of inequality.

1.4 Citizenship and education

The policies now discussed are policies implemented in the Nation-State (implemented by the governance of the Nation-State or the governance of other globalising institutions) where the research took place, the UK. It should be kept in mind that it is not only through the policies discussed that citizens are educated. All aspects of globalising meta-political phenomena and of education (for example, the curriculum content, the organisation of education in stages, evaluation practices, the role attributed to teachers) can be considered as about the education of citizens. The policies mentioned are used for illustrative purposes rather than exhaustively analysed.

1.4.1 The National Curriculum

A National Curriculum was introduced in all state schools in England, Wales and Northern Ireland in 1988. In the framework of the currently applicable revised National Curriculum (DFE, 2014, p.6), it is explicitly highlighted that the curriculum is about educating citizens:

> The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

1.4.2 Citizenship as a statutory secondary subject

Citizenship was introduced as a statutory secondary subject for Key Stages 3 and 4 in September 2002. In the Crick report, entitled 'Education for Citizenship and the teaching of democracy in schools' by the Advisory Group on Citizenship chaired by Bernard Crick and published by the Qualifications and Curriculum authority (QCA, 1998), from which developed the Citizenship Curriculum (QCA, 1999), citizenship is characterised in terms of social and moral responsibility, community involvement, and political literacy. Priority is put on learning through action:

> Often the school and its local community provide a perfect context for pupils to examine issues and events and to become involved in active, participatory activities and experiences where the emphasis is on **learning through action**. This can help pupils to make the connection between learning and acting locally

to thinking globally. There is a focus on making connections between learning and acting locally to thinking globally (QCA, 1998, p. 37, emphasis in the original).

Thus it is assumed that situated, contextualised, and action-based learning facilitates relation-making between the local and the global. Focus is put on practices rather then on standardised knowledge, which appears as a critical proposition in the context of the Nation-State and of globalising processes generally.

In the citizenship secondary curriculum (DFE, 2013) the purpose of study is characterised as follows:

> A high-quality citizenship education helps to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. In particular, citizenship education should foster pupils' keen awareness and understanding of democracy, government and how laws are made and upheld. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions.

There are few explicit references in the document to citizenship in a global context. The adjective 'global' is not used once, the noun 'world' is used once. The adjective international is used twice: once associated with 'governance' and once with law. The adjective 'financial' is used three times. Most of what needs to be learnt is national (Convery and Kerr, 2007), legal and financial. Exploring political and social issues critically is put at the same 'level' as managing money and making sound financial decisions, which appears to the researcher as logically and philosophically dubious (from the constructionist perspective adopted in the thesis, every issue is political and social; from the critical perspective adopted in the thesis, the financial does not possess any a priori *raison d'être* as a sphere for citizens' participation). Thus there is a considerable gap in approach and in content between the Crick report and the Citizenship Curriculum, Citizenship Curriculum which was however supposed to take into account the recommendations of the Crick report. While the Crick report focuses on action, the Citizenship Curriculum focuses on knowledge.

1.4.3 Citizenship and the non-statutory framework for personal, social, health and economic (PSHE) education

Being confused with personal, social and health education is an issue for GCE (Davies, 2006).

> All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education (DFE, 2014, p. 5).

Schools can include citizenship as a topic for PSHE, as illustrated in a report by Ofsted entitled 'Not yet good enough: personal, social, health and economic education in schools' (2013, p. 24):

> [Secondary schools] who chose to study food technology, sports science, business and enterprise, health and social care, citizenship or child development had a much more enriched PSHE education curriculum diet than their peers who had chosen other options.

Being combined with other topics can bring confusion about what citizenship and citizenship education are about in particular because, from constructionist and critical perspectives, the other topics are also about citizenship understood as citizens' participation.

1.4.4 The global dimension

The global has been mainstreamed in education policies through the concept of the 'global dimension'.

A booklet entitled 'Citizenship Education: The Global Dimension. Guidance for key stages 3 and 4' (published by the Development Education Association, DEA, 2001) resulted from the collaboration between the Central Bureau for International Education and Training, the Commonwealth Institute, the Council for Environmental Education, the Council for Education in World Citizenship, the Development Education Association (DEA) and Oxfam, with the support of the Department for Education and Employment (DFEE) and the Department for International Development (DFID). In contrast with the Citizenship Curriculum, this document is interested in the link between citizenship and the global. It builds on the Crick report and provides bridges for teachers to relate policies on the global dimension, to policies on citizenship:

> Designed to complement the schemes of work for citizenship education, which are available from the DfEE website, this booklet aims to:
> • facilitate a discussion about what is meant by 'the global dimension';
> • explore the role of the school as a global institution in a global society;
> • highlight where the global dimension is both explicit and implicit in the programmes of study;
> • provide teaching and learning ideas under the headings of *political literacy, social and moral responsibility* and *community involvement;*

     • explore teaching and learning methods;
     • suggest starting points and pathways;
     • list further sources of support and guidance.

     (DEA, 2001, p. 3)

Moreover, the concept of local citizenship allows the consideration of citizens' multi-situated participation:

> Young people in the UK are growing up in an increasingly global context. Local citizenship can only really be understood if it is seen in that wider context and the systems that link us with other places are acknowledged. To allow pupils to remain unaware of the global dimension to citizenship would be to leave them uninformed about the nature of their own lives and the position and role they hold in relation to the world in which they live. (DEA, 2001, p. 4)

In contrast, the rationale for the development of the global dimension in the curriculum is presented in terms of global issues and global processes by DFES in a booklet entitled *Developing the global dimension in the school curriculum* (2005, p.2):

> Global issues are part of children and young people's lives in ways unfamiliar to previous generations. Television, the internet, international sport and increased opportunities for travel all bring the wider world into everyone's daily life. UK society today is enhanced by peoples, cultures, languages, religions, art, technologies, music and literature originating in many different parts of the world. This provides a tremendous range of opportunities to broaden children and young people's experience and knowledge. However, although economic advances have meant huge improvements that have changed the lives of millions of people, one in five of the world's population still live in extreme poverty. They lack access to basic healthcare, education and clean water, with little opportunity to improve their condition. Global poverty impacts negatively on us all.

From this characterisation, the global dimension can appear as something that we are subjected to rather than as something we act upon. The focus is put on concepts and issues rather than on practices. A link between the global dimension, PSHE education and citizenship education is suggested without being sketched out:

> Schools already do a lot to promote the global dimension. For example, schools which have established a strong programme of National Curriculum citizenship (non-statutory for PSHE and citizenship in Key Stages 1 and 2, and as a statutory subject in Key Stages 3 and 4) address many of the key concepts of the global dimension (DFES, 2005, p. 4).

Developing the Global Dimension in the School Curriculum (DFES, 2005) focuses on knowledge rather than practices by pushing forward eight concepts to 'provide a conceptual

framework for thinking about the global dimension and building it into the curriculum' (DFES, 2005, p. 5). These key concepts are: global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development, values and perceptions.

The aims associated with the various concepts are:

Key concept	Associated main aim
Global citizenship	Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens.
Conflict resolution	Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony.
Diversity	Understanding and respecting differences and relating these to our common humanity.
Human rights	Knowing about human rights including the UN Convention on the Rights of the Child.
Interdependence	Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale.
Social justice	Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.
Sustainable development	Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.
Values and perceptions	Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values.

Table 1.1 Key concepts of the global dimension and their aims. Source: DFES (2005, p. 13).

This pre-established conceptual framework is problematic for educators for various reasons. Throughout the document, high level concepts such as value, perception and empathy are not defined. Concepts are linked in a simplistic way in the characterisation of the global dimension: for example children and youths are supposed to appreciate the effect of representations on attitudes and values. No simple link can be made by social science researchers between representations and attitudes, values and attitudes, or values and representations. It is therefore problematic that the recommended policies suggest such aims for teachers and their pupils. Moreover, the concepts are put together without respecting basic categorisation rules in terms of the equivalence between the categories. The concepts cannot belong to the same category of 'things'. For example, human rights can be violated in a way that our interdependence cannot. What the key concepts share is their high level of complexity (Graves, 2002). The characterisation of the concept of diversity appears to start from our

differences and then acknowledge our common humanity, whereas to resist and re-construct exclusive identity categories and processes, it seems essential to start from our common humanity and only then consider differences (as discussed in the next chapter).

In a study on the collaboration between the Lancashire Global Education Centre (a DEC) and students from primary and secondary Pupil Referral Units and mainstream schools, head teachers tended to consider the breadth of the eight concepts of the global dimension overpowering (Kaimacuata, 2010). Additionally, a lot of the main objectives associated with the eight concepts of the global dimension are about understanding. From critical perspectives, the issue is to know how understanding is turned into action (Davies, 2006). These links between understanding and action are left unacknowledged.

Added to these general issues, policies on the global dimension can present specific issues. In the case of Geography for Key Stage 2, *Developing a Global Dimension in the School Curriculum* (DFEE, DFID, DEA and the British Council's Central Bureau, 2000, p. 7) proposes that pupils 'learn about a country that is less economically developed and about environmental change and sustainable development'. Graves (2002) highlights that in the document 'less economically developed countries' are not presented as developed in other aspects, namely social, cultural and spiritual. Hence the account of poverty conveyed in such document can be seen as patronising (Andreotti, 2006, in Oxley and Morris, 2013). Self-reflexivity seems little favoured. The focus is on the needs of others rather than on the pupils' own needs.

Summary
Citizenship education policies and education policies on the global dimension do not seem to have constructively built upon one another. The relations between citizenship and (global) citizenship education are generally not articulated in education policies. This is particularly problematic for educators wanting to critically engage with GCE.

(Global) citizenship education is predominantly promoted as about being knowledgeable about institutions and concepts associated with citizenship as portrayed and legitimated by national and global governance. The presence of the concept of financial capability in citizenship policies is noticeable, considering that financial globalisation can be seen as the

pillar of other globalising processes. This suggests that financial participation is promoted, in education policies, as citizenship for all.

1.5 Citizenship and development education (DE)

The national, international and global development education policies discussed in this section have been chosen to illustrate the great variety of discourse used to promote and deliver GCE as well as the variety of DE policy makers. DE is looked at from the perspectives of dominant national, international, and global institutions and organisations, rather than from the perspective of the DE movement, which is discussed in Chapter two.

1.5.1 The Department for International Development (DFID): poverty and global learning

The Department for International Development (DFID) has been a major DE policy maker at the national level. The main aim of the UK's international development policy as expressed by DFID is to alleviate poverty and it is interested in the public support of such policy:

> The Department for International Development (DFID) leads the UK's work to end extreme poverty. We are tackling the global challenges of our time including poverty and disease, mass migration, insecurity and conflict. Our work is building a safer, healthier, more prosperous world for people in developing countries and in the UK too (www.gov.uk 2017).

DFID has promoted its aim through its funding and delivery of various policies in the UK. In 2000, DFID promoted young people's entitlement to 'education about global issues' in an initiative entitled 'Enabling Effective Support'. The DFID Global School Partnerships programme promoted through the Global Curriculum Project grant was delivered by a consortium of the British Council, Cambridge Education Foundation, UK One World Linking Association (UKOWLA) and Voluntary Service Overseas (VSO) (www.britishcouncil.org 2014). Currently, DFID promotes the Global Learning Programme (GLP):

> The GLP is a funded programme of support that is helping teachers in Primary, Secondary and Special schools to deliver effective teaching and learning about development and global issues at Key Stages 2 and 3 (glp.globaldimension.org.uk 2017).

There is some confusion regarding the education role of DFID due to the fact that education policy is the responsibility of the Department for Education (Cameron and Fairbrass, 2004). Moreover these two departments do not seem to build on each others' work. DFID has not engaged with the Citizenship Curriculum (Cameron and Fairbrasss, 2004).

It can be suggested that the DE policies of the Nation-State are about gaining support for development policies outside the Nation-State:

> The UK aid logo is used widely in the countries where we work, on items such as health clinics, school books and emergency food supplies, to publicly acknowledge development programmes funded by the UK taxpayer (www.gov.uk 2017).

1.5.2 The European Commission (EC): development education and awareness raising (DEAR)

Specific UK DE projects have been funded by the European Union through the European Commission's promotion of Development Education and Awareness Raising (DEAR):

> *Development education* and *awareness* raising [DEAR] mobilises *EU* citizens to engage critically with global *development*.
> (ec.europa.eu 2016, italic in the original).

Thus DEAR is targeted to EU citizens rather than to all human beings, and presents to that respect an exclusive character.

1.5.3 The United Nations Educational, Scientific and Cultural Organization (UNESCO): cultural diversity and heritages

UNESCO, which was created in 1945, promotes the importance of education for all, cultural diversity and passing on cultural heritages, and scientific development:

> UNESCO is responsible for coordinating international cooperation in education, science, culture and communication. It strengthens the ties between nations and societies, and mobilizes the wider public so that each child and citizen:
> - has access to quality education; a basic human right and an indispensable prerequisite for sustainable development;
> - may grow and live in a cultural environment rich in diversity and dialogue, where heritage serves as a bridge between generations and peoples;
> - can fully benefit from scientific advances;
> - and can enjoy full freedom of expression; the basis of democracy, development and human dignity. (www.unesco.org 2017)

UNESCO ideologically resonates with the Nation-State in terms of a belief in scientific progress and a promotion of democracy. In contrast with the Nation-State, it espouses sustaining cultural diversity whereas the development of the Nation-State is based on some level of cultural homogenisation (as discussed in the first section of the chapter).

In its constitution adopted on 16th November 1945 (p. 1), the following statements, presented as *raisons d'être* of UNESCO and of particular relevance to GCE, are made:

> … the great and terrible war, which has now ended, was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races.
> … a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

It is noticeable that great importance is put on building, through education, a moral universe inclusive of all human beings for peace purposes. Launched in 1953, UNESCO's Associated Schools Project Network aims 'to coordinate and encourage experimental activities aimed at developing education for international understanding and co-operation' (www.unesco.org 2017). This network is currently made of 10, 000 educational institutions in 181 countries (www.unesco.org 2017).

1.5.4 The United Nations Children's Fund (UNICEF): the Rights Respecting Schools Award

In the UK, more than 4,000 schools have been involved in UNICEF's Rights Respecting Schools Award programme (www.unicef.org.uk 2017):

> The Award recognises a school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond (www.unicef.org.uk 2017).

Four standards need to be met by schools for the award to be granted:

> - Standard A: Rights-respecting values underpin leadership and management …
> - Standard B: The whole school community learns about the [United Nations] Convention [on the Rights of the Child]
> - Standard C: The school has a rights-respecting ethos
> - Standard D: Children and young people are empowered to become active citizens and learners (www.unicef.org.uk 2017).

Regarding Standard D, active learning and active citizenship are conceived in terms of direct participation and advocacy:

> Every child has the right to say what they think in all matters affecting them and to have their views taken seriously. Young people develop the confidence, through their experience of an inclusive rights-respecting school community, to play an active role in their own learning and to speak and act for the rights of all to be respected locally and globally. (www.unicef.org.uk 2017).

This exemplifies UNICEF's action- and right-based approach.

1.5.5 The United Nations Development Programme (UNDP): Millennium Development Goals (MDGs)

In 2000, member states adopted eight Millennium Development Goals (MDGs) included the goals to 'eradicate extreme poverty and hunger' and 'achieve universal education'. In 2015, building on the MDGs, the member states adopted seventeen Sustainable Development Goals (SDGs) with targets to be reached by 2030 (www.un.org 2017). The education-related MDG has become to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (www.un.org 2017).

It comes out from looking at GCE through development policies that a great variety of roles are attributed to GCE, even more so if we consider the policies designed and promoted by global businesses.

1.5.6 PwC: educational performance and activism

One type of multinational businesses with a significant yet questionable role in terms of the impact of financial globalisation on other globalising processes (globalising evaluation processes in this case), are businesses, which are legally in charge of auditing and certifying the information circulating on financial markets. These legal businesses are here discussed because they have contributed to 'the extension of auditing practices to an increasing number of areas' including the 'public sector administration in all developed countries' (Power, 2003, p. 387) and because it is the researcher's view that such global legal businesses promote the cultural homogenisation of all citizens. Worldwide, PwC is one of the four biggest multinationals (the so called 'Big 4' Accounting firms) involved in this activity of legal audit. In parallel to legal services, PwC provides a variety of consulting services to businesses. PwC presents its mission as about 'building trust and solving important problems' (www.pwc.com 2017). As suggested by Power (1996, p.289), PwC can at the same time construct what is being evaluated and evaluate it, that is define problems and solve them:

> … audit is an active process of "making things auditable"…

As proposed by Galilei, what is measurable is measured, what is not measurable is made measurable (Kvale, 1996).

Despite being investigated for unfair competition by the European Commission and the UK's Competition Commission (Hawkes, 2012), PwC runs its business 'as usual'. To further develop its influence and its turnover, PwC has been keen to engage with the public sector through the areas of auditing and the consultation. PwC has also developed a Public Sector Research Centre (PSRC):

> In 2007 the Global Government practice created PSRC, our in-house 'think and do' tank. Our goal is to make effective, practical contributions to the debate on a wide range of public service issues … PSRC's research-based projects involve both the development of in-house points of view on relevant public service issues as well as collaborations with leading think tanks and academics to develop new thinking on better approaches to the delivery of public services (www.pwc.com 2017).

This illustrates ways in which PwC promotes and legitimates its model of evaluation and associated practices worldwide. This model of evaluation is promoted through schools in particular. Thus, PwC has launched the School Benchmarking Club, which is 'a school to school improvement network for England' (dm.pwc.com 2017). The benefits of belonging to this network are portrayed as:

> You gain a complete picture of your school's performance across the full range of your activities, and can compare your performance with other schools. This tool puts you in contact with other schools, creating school to school support networks using easily manageable data as a basis for focused professional conversations (dm.pwc.com 2017).

Support networks, as promoted by PwC, are based on competitive ranking; the working principle of support networks is competition.

Additionally, PwC presents itself as an active member of civil society, as an activist organisation 'taking a stand on LGBT [Lesbian, gay, bisexual, and transgender] inclusion' (www.pwc.com 2017) for example:

> PwC has established a Global LGBT Partner Board comprising gay partners and LGBT allies. The partners on this Board inform our global diversity policy, engage with stakeholders to support the LGBT business case, and act as role models for LGBT staff and allies (www.pwc.com 2017).

This illustrates how PwC has built, in the last decades, an image of best practice in terms of equality at work, particularly gender equality.

Conclusion

This chapter has analysed the characterisation of citizenship which has been institutionalised through the Nation-State and the international order, which in turn institutionalises unequal relations between countries. The liberal orthodoxy *assumes* an equality between citizens, which is not realised. If equality is assumed, social change has no *raison d'être* and resistance is meaningless. The contributions of critical authors analysed in the chapter demonstrate that citizenship can be conceived more inclusively if the focus is put on resistance to oppression and inequality, on actual participation, on varied forms of participation and on identity processes rather than on pre-defined forms of participation and reified identities.

There is a lack of logical and conceptual coherence across education policies related to citizenship, and also in some cases within the same policy where both citizenship and the environments in which citizenship is enacted find themselves reified. No clear links are established between citizenship and (global) citizenship education. However, if citizenship and education are to be conducive to social change through the implementation of alternative practices based on alternative re-presentation of the world, clear logical and conceptual links must exist between citizenship and (global) (citizenship) education.

Globalising processes (the Nation-State included), as meta-political phenomena, are objects for perception, which also structure perception. Hence it is very challenging to consciously and reflexively mobilise these processes. This challenge is due to the fact that it is difficult to dissociate ourselves from our socio-constructed perception, and this challenge cannot be avoided. Teaching and researching citizenship as about resistance, critical thinking, and critical reflexive consciousness is clearly not an easy task. However, alternative inclusive educational practices are crucially needed in the current ideological and material context. The next chapter focuses on the pillars of critical forms of GCE.

Chapter two: critical global citizenship education (GCE): assumptions and delivery

Chapter one critically discussed ways in which citizenship is institutionalised through the legitimation of globalising processes and institutions; and portrayed the depth of the lack of consensus in terms of what citizenship education should be about. This chapter characterises in depth what critical GCE can be about, in practice and philosophically.

It emerged from the analysis presented in the previous chapter that in the dominant globalising ideological context citizenship is promoted as both an exclusive concept and an exclusive form of participation. Considering that what is urgently called for is a most inclusive form of education and citizenship, the researcher proposes that critical educators and researchers interested in social change must conceive and convey (global) citizenship as accessible to all human beings and that critical education must provide means to challenge all forms of oppression and inequality. This chapter looks at what the relationship between education and (global) citizenship looks like if one follows these proposals.

This chapter first characterises critical GCE as a critical form of education interested in social change and actual citizens' participation. It then looks at GCE as a set of practices associated with the development education movement and with Development Education Centres (DECs). Doing so situates the case study (a NGO active in the development education movement, designing and delivering GCE interventions) in its historical and institutional context.

2.1 Critical education: assumptions, pedagogy and challenges

Critical education is here conceived as about favouring seeing social change as possible and acknowledging through practice one's individual power of agency to learn and contribute to social change. In this first section critical GCE is characterised, in two steps, as a form of critical education: through a discussion between Dewey and Freire, who have both greatly influenced critical educators, and through a presentation of the area of literature currently developing on counter-education. Doing so the researcher proposes that critical education must render the fact that oppression is materially based as well as perceptually based; in other words we are ourselves legitimating inequalities and making social change (as argued by critical authors and presented in the Chapter one).

2.1.1 A discussion between John Dewey and Paulo Freire

The researcher has selected two critical educators, John Dewey and Paulo Freire, to characterise critical education in the context of GCE. John Dewey (1859-1952) was an American philosopher, psychologist and educationalist, who developed a philosophy of experience in relation to education. Paolo Freire (1921-1997) was a Brazilian educator, who developed an education for critical consciousness. The researcher has selected these two for several reasons. Firstly, both Dewey and Freire worked towards the democratisation of education and knowledge, and contributed to the development of participatory education and research methodologies. Participatory methodologies aim to empower people to democratically change society (McGillicuddy, 2011).

Secondly, these two educators have been selected because the research subject, global citizenship education (GCE) as delivered by a Development Education Centre, is situated at the meeting of education policies and development policies, and of education practices and development practices. These two areas of policies and practices relate to Dewey's and Freire's ambits of influence: Dewey has mostly influenced critical education practices and the development of a philosophy of education whereas Freire has mostly influenced critical development practices. These authors have been respectively criticised for developing a too individualist viewpoint and a too collectivist viewpoint. It is the view of the researcher that this is in part due to the fact that their contributions emerged from contrasting geo-political contexts: Dewey developed his propositions in the United States where an individualist ideology dominates, and Freire did so in Brazil where a collectivist ideology is more rooted. It is also the view of the researcher that this individualist and collectivist tendencies can be balanced by being put in relation with one another. Thirdly, it is here argued that together Freire and Dewey fully render that social change is located between perceptual frames and social environments through alternative practices.

a- Assumptions and propositions for critical education
- **Against the dogmatism of traditional education and banking education**

The American John Dewey ([1938] 1997) developed his 'progressive education' as a critique of the traditional education, whereby learning involves the acquisition of pre-defined information and knowledge. The Brazilian educator Paolo Freire developed an emancipatory pedagogy for the liberation from oppression, and for critical consciousness. Freire ([1970]

1996, p. 64) characterises his 'problem-posing education', which developed as a critique of what he refers to as the 'banking education', as follows:

> In problem-solving education, people develop their power to perceive critically the way they exist in the world with which and in which they find themselves; they come to see the world not as a static reality, but as a reality in process, in transformation.

Banking education, as characterised by Freire ([1970] 1996, p. 54), is presented in Appendix 2.1. Freire ([1970] 1996, p. 62) contrasts banking education and problem-posing education in terms of what they do to learners' creativity and consciousness:

> Whereas banking education anesthetizes and inhibits creative power, problem-posing education involves a constant unveiling of reality. The former attempts to maintain the *submersion* of consciousness; the latter strives for the *emergence* of consciousness and critical intervention in reality (emphasis in the original).

For Freire ([1974] 2005, p. 99), critical education is about allowing individuals 'to assume critically the position they have in relation to the rest of the world.' This is made possible by 'the capacity to adapt oneself to reality *plus* the critical capacity to make choices and to transform that reality' (Freire, [1974] 2005, p. 4, emphasis in the original).

Being both against dogmatism and the reification of knowledge, of identity and of the world, Dewey and Freire both enact and promote the unity of practice and theory. Freire ([1970] 1996, p. 68-69) characterises the *raison d'être* of this unity:

> There is no true word that is not at the same time a praxis … To exist, humanly, is to *name* the world, to change it (emphasis in the original).

- **Social constructionism**

An education assuming social constructionism is inherently against the reification of the collective and the individual because they are both constituted in social interactions, essentially social. Freire and Dewey both reject the objectivist assumption that reality exists independently from social life and perception. Learning and teaching are conceived as being social processes by Dewey ([1938] 1997) and Freire ([1970] 1996, [1974] 2005). As expressed by Dewey (1997, p. 38), 'all human experience is ultimately social'. Within the dominant globalising and objectivist ideology which reifies identities and essentialises knowledge, ontology and epistemology appears as different 'things', are dichotomised. Ontology is concerned with the nature of being. It is about what exists; what is reality; while epistemology concerns theories of knowledge (Kvale, 1996), what constitutes knowledge and

how we can access it. If what is seen as most real are social processes and relations like it's the case in the propositions made by Dewey and Freire, being and knowledge are essentially seen as relational and as processes, as about the meeting of ontology and epistemology:

> Subjectivity and objectivity … join in a dialectical unity producing knowledge in solidarity with action, and vice versa (Freire, [1970] 1996, p.20).

> World and human beings do not exist apart from each other, they exist in constant interaction (Freire, [1970] 1996, p. 32)

If as proposed by Dewey ([1938] 1997), teaching and learning are continuous processes of re-construction of experience, teachers and students can simultaneously be teachers and students (Freire, [1970] 1996); the learning content can equate the learning process (Freire, [1970] 1996).

- **Pragmatism**

It can be argued that both Dewey and Freire adopt, within a social constructionist framework, a pragmatic approach, in that the forms of education that they promote focus on real-world practice, give the most reality and power for change to practices and social interactions, through which we re-present the world, ourselves and the relations between the world and ourselves. Thus Dewey and Freire move the focus away from pre-defined knowledge and discourse, pre-defined in that they are defined, and their definition is fixed, before and independently of actual practice. As discussed in Chapter one, this form of ex-ante knowledge is promoted by a variety of globalising institutions, including the Nation-State, in particular through modes and models of evaluation and assessment. Under the label 'pragmatism' are regrouped critical and uncritical practices. The critical and constructionist form of pragmatism promoted by Dewey and Freire is the form of pragmatism assumed in this research (see discussion in Chapter three on symbolic interactionism, symbolic interactionism being the sociological expression of this critical form of pragmatism that focuses on social symbolic interactions and on actual sets of social practices, interactions and practices themselves making perception and the world).

- **The constitutive function of questioning**

Freire ([1974] 2005, p.113) attributes to questioning a constitutive function for learning: 'challenge is basic to the constitution of knowledge'; so does Dewey ([1938] 1997, p. 22): 'any theory and set of practices is dogmatic which is not based upon critical examination of

its own underlying principles'. For Dewey and Freire, who reject the objectivist assumption that unquestionable truths exist, questioning has a constitutive role in critical education.

- **The impact of 'educative' experiences and 'mis-educative' experiences on future learning experiences and on attitudes**

Freire ([1970] 1996) and Dewey ([1938] 1997) both assume that education can negatively and positively influence future learning experiences, and attitudes. As highlighted by Dewey ([1938] 1997, p. 37), 'every experience affects for better or worse the attitudes which help decide the quality of further experiences'. Freire and Dewey look at literacy as an attitude favouring learning and active participation. Collateral learning, as characterised by Dewey ([1938] 1997, p. 48), has a particular role in the formation of attitudes:

> Collateral learning in the way of formation of enduring attitudes, or likes and dislikes, may be and often is much more important than the spelling lesson or lesson in geography or history that is learned. The most important attitude that can be formed is that of desire to keep on learning.

Freire (2005, p. 43) makes the proposition that the literacy associated with critical education is a particular attitude:

> Acquiring literacy does not involve memorizing sentences, words, or syllables – lifeless objects unconnected to an existential universe – but rather an attitude of creation and re-creation, a self-transformation producing a stance of intervention in one's context.

Dewey and Freire differentiate between two forms of experience that can be favoured through education: an experience which builds and positively affects learners' critical thinking power and their creativity power; and an experience which negatively affect such powers. In *Experience and Education* Dewey (1938) refers to the former as 'educative experiences' and to the latter as 'mis-educative experiences': what Dewey ([1938] 1997) refers to as 'mis-educative experiences' are the experiences promoted by the 'banking education' (Freire, 1996). Educative experiences contribute to the quality of further learning experiences, arouse curiosity, and strengthen initiatives; mis-educative experiences narrow the field of further learning experiences and produce a lack of sensitivity in learners (Dewey, [1938] 1997).

b- Pedagogical implications

Dewey ([1938] 1997) and Freire ([1970] 1996, [1974] 2005) make the propositions that: the social, the self and the world are continuously co-constructed; learning and teaching are social

processes; questioning has a constitutive role in critical education; learning experiences, and attitudes, are key for the development of critical literacy. The pedagogical implications of these propositions are now discussed.

- **Building education on learners' perceptual environments**

So that the dynamic relations existing between our perception of the world and of our self be rendered, it is essential that teaching mobilises our perceptual environment. This can be done by mobilising the physical and the social environments of the teaching and learning situation:

> Educators should know how to utilize their surroundings, physical and social, that exist so as to extract from them all that they have to contribute to building up experiences that are worth while (Dewey, [1938] 1997, p. 40).

More generally speaking, learners' perceptual environments can be mobilised by using teaching material with which learners can easily engage. As argued by Dewey ([1938] 1997, p. 73), the form of education here characterised required that learners be able to relate the teaching materials to their everyday experiences:

> Anything which can be called a study, whether arithmetic, history, geography, or one of the natural sciences, must be derived from materials which at the outset fall within the scope of ordinary life-experience.

Freire ([1974] 2005) enacts such pedagogical proposition by starting from the learners' emotion-loaded key words as members of a located community in direct interaction with one another on an everyday basis. It can be argued that these key words render the discursive and emotional collective environment of the learners. The first step of the literacy programmes delivered and promoted by Freire, was concerned with the identification of emotion-loaded key words for the learners with whom the intervention was to take place. This preparatory work that aims to build the teaching content according to the public, is characterised as follows:

> One selects not only the words most weighted with existential meaning (and thus the greatest emotional content), but also typical sayings, as well as words and expressions linked to the experiences of the groups in which the researcher participates (Freire, [1974] 2005, p. 43).

Thus the form of critical education put forward by Dewey ([1938] 1997) and Freire ([1970] 1996, [1974] 2005) is about mobilising learners' experiences and their basic ontological and logical assumptions so that they are able to re-construct the perception they have of the relations existing between themselves and the world (and of their power to construct their self

and the world as human beings interacting with other human beings) through critical educational interventions.

- **Reflexivity and self-control**

Critical education cannot be without teachers and learners being involved in the critical and inventive reconstruction of the act of knowing, and of the self:

> Knowledge … necessitates the curious presence of Subjects confronted to the world. It requires their transforming action on reality. It demands a constant searching. It implies invention and reinvention. It claims from each person a critical reflection on the very act of knowing (Freire, [1974] 2005, p. 93).

Dewey ([1938] 1997, p. 64) makes the proposition that 'the ideal aim of education is creation of power of self-control' (which resonates with the ethics and hermeunetics of the self proposed by Foucault discussed in Chapter one).

- **Re-categorising and re-defining controversial issues**

Critical education involves in particular 'using techniques like thematic breakdown and codification' (Freire, [1974] 2005, p. 4) that is techniques based on processes of re-categorisation. Re-categorising comes to questioning the logical and structural character of perception and re-presentation. Favouring these processes can be based on the mobilisation of the relations that can be made between themes, on looking at themes as problems and in relation to their cultural and structural context (Freire, [1970] 1996). Freire ([1970] 1996) sees such thematic investigation as a form of cultural action.

Controversial issues can be re-presented and re-constructed through various types of re-categorisation and contextualisation efforts. Through contextualisation and re-categorisation, it is possible for critical educators to do more than taking side on controversial issues: educators can reach a deeper and more inclusive level of analysis than the level of analysis enacted by the contending parties (Dewey, [1938] 1997). As highlighted by Freire ([1974] 2005, p. 87), without contextualisation it is not possible to perceive the potential meanings of a word. So as to increase the depth of analysis, a controversial issue can be contextualised and re-presented by analysing the causal links that are associated with this issue (Freire, [1974] 2005). A controversial issue can also be re-presented by being historicised:

> … the issues and problems of present *social* life are in such intimate and direct connection with the past that students cannot be prepared to understand either

these problems or the best way of dealing with them without delving into their roots in the past (Dewey, [1938] 1997, p. 77, emphasis in the original).

c- Associated challenges

Various challenges are faced by educators engaged in the form of critical education promoted by Dewey and Freire.

- **Engaging learners' perceptual environments**

According to Dewey ([1938] 1997), it is relatively easy for educators to be aware of young children's perceptual environments, and choose or design activities accordingly. For older children and adults, this is much harder considering that the quantity of experiences having built on one another is much higher, and that most developmental cognitive changes have already taken place.

- **Lesson planning**

It is hard to prepare a lesson in critical education because its content is defined in the course of the lesson according to the interactions characterising the teaching/learning situation. As suggested by Dewey ([1938] 1997, p. 74), critical education involves 'a much more intelligent, and consequently more difficult, different kind of planning'.

Summary

In the context of this study, critical GCE can be conceived as a form of critical education transforming the way we relate to ourselves, others and the world and as the practice of dialogue (Freire, [1974] 2005). Informed by the contributions of Dewey ([1938] 1997) and Freire ([1970] 1996, [1974] 2005), for the purpose of this research, critical education can be characterised as about building the habit of continuously questioning the dominant definition of issues and how we relate as human beings to ourselves, and the world. Moreover, critical education involves and mobilises changes in action and in perception (both for educators and for learners/pupils). Critical education is about increasing the scope of perception, as about reaching a perception of one's previous perception (Freire, [1970] 1996).

2.1.2 Counter-education

An educational literature looking at the philosophical standpoints called for by a more logically, philosophically and practically inclusive education is currently developing as

literature on 'counter-education'; counter-education which as a starting point asks and declares:

> Have we genuinely tried to get beyond the critique of dangerous ideologies and policies risky for human nature and for the nature of love, creation and transcendence in face of mega speed realities and the near end of all life on earth (Gur-Ze'ev, 2010a, p. 6)?

Likewise as Hodgson et al (2017) declare:
> Our attempt to formulate the principles of a post-critical educational philosophy can be read as a declaration that we can act and speak – that understanding and community are possible (p. 4).

Counter-education is based on the refusal of any positive utopia, and of nihilism and abandonment of hope and love of life (Gur-Ze'ev, 2010b). It is the researcher's proposition that this literature on counter-education is useful to characterise further what critical education is about in the context of this research on GCE.

a- Overcoming the limitations of critical pedagogy

The counter-education literature is a contribution to the philosophy of education, which is called differently across authors. Hodgson et al (2017) refers to 'a post-critical educational philosophy', 'post-critical' is used to highlight in particular that such philosophy rejects the reification of critique itself; Gur-Ze'ev (2010b, p.17) refers to 'a new critical language in education':

> Regardless to the degree of identification with Critical Pedagogy, it seems to me that many critical pedagogues are today ready for, or actually searching for *a new critical language in education* that will go beyond the achievements and limitations of Critical Pedagogy (emphasis in the original).

The limitations highlighted by Gur-Ze'ev (2010b) are: the dogmatism of current critical pedagogy, its lack of relevance for the people whose emancipation was the initial aim of critical pedagogy, its lack of engagement with teachers' actual pedagogical realities. Counter-education rejects the reification of both individuality and the world, both based on logically assuming a mechanistic continuity between past, present and future.

b- The intrinsic, rather than instrumental, value of education and the political character of education

In a context where education for its own sake is more and more negated, Hodgson et al (2017) argue that education should be attributed an intrinsic quality rather than functionally qualified

in terms of external aims, political change included. This implies to focus on the *hic et nunc* rather than on a reified and ideal future state of affairs: the alternative vision of education proposed by Osberg (forthcoming) looks at education as an event, which *per se* has value.

From the perspective of counter-education, education is characterised as an intervention with the present rather than as about aimed best actions in a future pre-defined situation, that is extrapolatory forms of anticipatory logic (Osberg, forthcoming).

Counter-education involves rejecting instrumental political pedagogy while recognising the political character of teaching and research practices (Hodgson et al, 2017). Gur-Ze'ev (2010b) characterises counter-education as political in that it challenges the political:

> [Diasporic counter-education] relates to the historical sphere and the social arena in the most specific and concrete manner – in order to avoid being swallowed by their manipulations (Gur-Ze'ev, 2010b, p. 34).

More generally speaking, it can be argued that counter-education rejects dichotomising between means and ends, and embraces the meeting of means and ends, of ontology and epistemology, so as to re-construct the meta-political by establishing new relations between the aesthetic, the ethical, the intellectual, the existential, and the political. (Gur-Ze'ev, 2010b, p. 24). Like Freire and Dewey, counter-education takes into account the situatedness of practices and social change but it looks in a more encompassing way at the actual environment as realities and as potentialities.

c- Norm as attitude

An alternative proposition made in the counter-education literature is that the norm be primarily seen as an attitude rather than as a value. As argued by Hodgson et al (2017), there is a need of norms to get out of the relativist trap. As originally proposed by these authors, the norm can be an ethical attitude borne out in action, that is practical dispositions rather than theoretical insights; this educational attitude is driven by love for the world. The focus is thus put on embracing our world rather than critiquing it, while being aware that re-constructing our world is an absolute necessity considering its violent, unequal and self-destructive character.

This attitude is further characterised by Osberg (forthcoming, p. 21), as logically based on a symbiotic extrapolation which is pro-actively open-ended:

> … we might currently understand this non-extrapolatory ethics of experimental openness to otherness as a *uniquely educational* mode of being in the world. … It is the only domain in which both moral and political responsibility is simultaneously required (Emphasis in the original).

d- Teachers as learners

Like Dewey and Freire, authors contributing to the development of the counter-education literature assume that critical teachers must be active learners. Gur-Ze'ev (2010b, p. 35) proposes that 'the responsibility of the counter-educator will be actualized in self-education'. He also characterises what is to be overcome through continuous self-education so as to be in a position to contribute to social change:

> We should dislearn and prevail over conventional rhetorical, ideological conventions if we genuinely care about justice for actual people ... (Gur-Ze'ev, 2010a, p.1).

Summary

Both critical education as characterised by putting in dialogue Dewey and Freire, and counter-education are interested in the humanisation of society and the well-being of all human beings (involving tackling the issue of environmental degradation).

All the mentioned authors are putting forward a form of education which is not chiefly concerned with pre-defined forms of participation, but with a continuous process of re-creation of participation through engaging in alternative (materially and philosophically) social practices, practices alternative to the unequal structural arrangements.

2.2 Critical GCE and development education

Critical GCE finds its origins in development education as enacted and promoted by the development education movement.

2.2.1 The development education movement

a- Origins: global education

The origins of the development education/DE movement can be traced back to the international field of global education, which developed from the 1920s in the United States and on which the development of education for international understanding was built (Hicks, 2003; Ibrahim, 2005). Progressive American teachers interested in world matters founded the

World Education Fellowship in the 1920s and the Council for Education in World Citizenship in the 1930s (Hicks, 2003)

- **The development of global education in the UK**

The World Studies Project

A UK version of global education later developed through the launch in 1973 of the World Studies Project by the Parliamentary Group for World Government and the One World Trust (an educational charity) (Starkey, 1994, in Ibrahim, 2005). The World Studies Project ran innovative conferences for secondary teachers, tutors in Initial Teacher Education (ITE) and NGO educators (Hicks, 2003). Robin Richardson directed the project. His seminal conceptual model of global education (Richardson, 1979, in Ibrahim, 2005) articulates between problems, background, action, and values.

Richardson's conceptual and participatory frameworks developed based on the work of radical educators such as Johan Galtung (peace research), Paulo Freire (political education, discussed above as a form of critical education) and Carl Rogers (humanistic psychology) (Hicks, 2003). The World Studies Project later developed under the auspice of the World Studies Trust (Hicks, 2003). The trust more recently worked with the Global Teacher Project, based at Leeds Metropolitan University, which ran from 1999 to 2005.

The dimensions of global education

In the 1980s, also highly influential in the field of global education, was the work of David Selby and Graham Pike at the Centre for Global Education - then at the University of York (Hicks, 2003). In the mid-1990s, Selby and Pike created the International Institute for Global Education at the University of Toronto (Hicks, 2003). Pike and Selby (1995, in Davies et al, 2005) characterise global education or globality in terms of four dimensions: an issues dimension, a spatial dimension, a temporal dimension, and a process dimension.

Specific actions are associated with the dimensions (Pike and Selby, 1995, in Davies et al, 2005):

Dimension	Associated action
Issues	Focusing on issues of inequality/equality; injustice/justice; conflict/peace, environmental damage/care; and alienation/participation.
Spatial	Emphasising the exploration of local-global connections that exist in relation to global issues.
Temporal	Exploring interconnections between past, present and future in relation to global issues.
Process	Emphasising a participatory pedagogy, exploring values and fostering political awareness.

Table 2.1 The dimensions of global education

In contrast with the conceptual framework associated with education policies on the global dimension discussed in Chapter one, the conceptual framework proposed by Pike and Selby (1995, in Davies et al, 2005) is logically coherent and highly political. Following the propositions made by Dewey and Freire (as discussed above), the model proposed by Pike and Selby promotes a reformulation of issues based on a contextualisation effort. By focusing on issues from two opposite concepts (inequality and equality; or participation and alienation), issues are transformed into questions. The global is considered in terms of its relations to the local (spatial dimension of global education) or historically (temporal dimension of global education), rather than in itself. Hence both concepts and issues are relationally re-presented. Global education is conceived as a process based on a participatory pedagogy that critically engages values.

b- Characterising the development education movement

- **Definition of development education (DE)**

According to Cameron and Fairbrass (2004, p. 729), development education (DE) is based on three elements:

> - an information and theory-based content, around issues of international development and global interconnectedness;
> - an active, participative methodology; and
> - a desire to inspire those encountering DE to act individually or to join campaigns to bring about social, political and economic change.

Citizenship is promoted as action for social, political, and economic change rather than only as knowledge. It resonates with the propositions made by Dewey and Freire (as discussed above)

- **An educational movement**

The DE movement can also be characterised in terms of the attributes it shares with other educational movements. Lister (1986, in Hicks, 2008, p. 12) argues that the 'new movements in education' such as peace education, global education, development education, multicultural education, human rights education, and environmental education share eight characteristics:

- Knowledge should have a social purpose – to ameliorate the human condition.
- The curriculum should include the study of major global issues.
- Learning should include the learning of skills and not just content.
- In order to develop such skills learning requires an action dimension.
- Education should be affective as well as cognitive.
- The new movements recognise pluralism and diversity.
- The curriculum should have a global dimension.
- Education should have a futures perspective.

The focus on skills, pluralism and diversity can be found in education policies discussed in Chapter one. In contrast, the propositions that knowledge should ameliorate the human condition, that education should be affective and that education should have a futures perspective cannot be found in the current mainstream education policies. Futures education, which emerged in the 1970s, assumes that without critical and creative thinking about alternatives futures only short-sighed solutions can be given to long-term problems (Hicks, 2008).

- **A social movement**

The DE movement also shares the characteristics of social movements. According to Bourdieu (2003), contemporary social movements share a set of common characteristics: they promote the direct participation of all; they reject neoliberal policies; they are, to some degree, international and internationalist; they extol solidarity by including all the have-nots within their ambit of action.

- **Critical standpoints of the development education movement**

The learning/teaching process and the teaching/learning content

Cameron and Fairbrass (2004, p. 736) highlight, that from a Radical Development Education (RDE), 'what is taught/learnt in schools, and the manner in which it is taught/learnt (indeed the very process of learning) affects the way in which society develops' (Cameron and Fairbrasss, 2004, p. 736). This suggests the joined working and the meeting of ontology and epistemology in critical education (as suggested by Freire and Dewey and discussed in the first section of this chapter).

Responsibility for oppression

Development education initially ignored the 'Northern' involvement in creating 'Southern' problems. In contrast, current critical forms of DE are about identifying and tackling associated misconceptions and prejudices (Yarwood & Davis, 1994, in McGillicuddy, 2011). This acknowledgement of responsibility differentiates the critical version of DE from the version of DE promoted by the Nation-State (as characterised in Chapter one).

2.2.2 The public face of the development education movement

a- Local NGOs: Development Education Centres (DECs)

Development Education Centres (DECs) are the major public face of development education in England and key actors in the delivery of GCE. They are independent local NGOs, which were created in England from the 1970s (Cameron and Fairbrass, 2004) by members of the development education movement (the current list of DECs is presented in Appendix 2.2). DECs aim to bring about change:

- in formal educational content and pedagogy;
- in individual's understandings of the world and behaviour;
- in global economic, political and cultural relations (Cameron and Fairbrass, 2004, p. 731).

The depth of these aims and putting these varied aims together suggest that DECs enact a systemic and holistic approach of education and social issues.

As well as through their aims, DECs can be characterised in terms of the characteristics that they share with other DECs:

DECs' shared characteristics	Definitions
Core interest: DE	DECs have no other priorities or core interests.
Shared philosophy	DECs have a shared philosophy that links all DECs to a movement – shared language, history, origins.
Locally based	DECs are locally based but their experience can be shared much wider.
Resource centre	DECs have a centre where educators and the general public can come to borrow or buy resources.
Autonomous organisations	DECs are organisations independent from the state sector.
Partnership building	DECs are involved in a range of activities from a DE perspective.
Adaptable and flexible	DECs are flexible and able to relate global perspectives and the DE methodology to all aspects of the curriculum.
Shared values	DECs share a value base that encourages critical

	thinking and participation in decision making.
Training ground for DE activists	DECs provide awareness raising and training for DE activists.

Table 2.2 Shared characteristics across DECs (adapted from Borowski, 2005)

If DECs share some characteristics, they also have developed their own specific expertise in particular in terms of their public. DECs have focussed their work on different education sectors: the formal education sector (schools and universities), the non-formal education sector (youth and community) and the informal sector (public awareness) (Borowski, 2005).

b- Partnerships

During the 1980s and early 1990s, DE was seen as subversive in a hostile national political climate: in contrast with Thatcherism (a set of national policies, implemented from 1979 to 1990 by the government of Margaret Thatcher based on privatisation and deregulation), DE 'encouraged people to think for themselves and to challenge the structures and systems that contributed towards global injustice and inequality (Borowski, 2005, p.1). DECs got support from teachers, youth workers, faith groups, students and campaigning organisations, all interested in raising people's awareness of global issues in the UK.

Despite receiving (financial) support from a variety of organisations and institutions, DECs have struggled for funding. DECs have been funded in particular by international NGOs like Oxfam and Christian Aid, by the European Union, lottery grants, local education authorities, and the Department for International Development (DFID) (Cameron and Fairbrass, 2004). Before DFID was established, international NGOs were the main funders of DECs; they supported local grassroots groups to promote development issues in their locality (Borowski, 2005).

DFID, since its creation in 1997 (see the presentation of DFID and of its policies in Chapter one), has been, until recently, a significant funder of DECs projects in England (Cameron and Fairbrass, 2004) through its Development Awareness Fund (DAF). The creation of DFID exemplified a new political climate that emerged with the election of a Labour national government and within which DECs were seen as supporting statutory bodies, rather than as on-the fringe organisations (Borowski, 2005). With the availability of government funding for DE, the funding from international NGOs decreased and DECs became more reliant on

government funding and focused on formal education (as the area being funded) (Borowski, 2005).

DECs appear to belong to a particular type of NGOs. By being grassroots organisations, by being supported by international NGOs and by working with the Nation-State towards the delivery of national education policies such as the Global Learning Programme (GLP) (as presented in the introduction), DECs belong to the three types of NGOs differentiated by Rassool (1999) to render the various positions that these organisations entertain with the Nation-State and with one another. To the first group belong 'church groups, national and international charities, missionaries, minority religious-community groups and grassroots political organisations' (p. 91). The second group is made of NGOs with close links with national governments. The third group includes NGOs funded by international charities such as the World Council of Churches and Christian Aid. DECs seem to have a potential for inclusive education and social change considering that they meet characteristics associated with the three groups. In an article entitled 'Professional and radical: the role of development education centres in developing civil society participation', McGillicuddy (2011, p. 97) highlights that 'a DEC can be a key source of expertise to assist a civil society body'. It can thus be suggested that DECs have a key role for citizens' participation and for situated education.

With other DECs, DECs can be seen as entertaining different relationships: competition and cooperation. As competitors, DECs compete with each other for grants; as organisations that emanated from the DE movement and as organisations representing together their interests at the national level, DECs cooperate with one another.

c- Politics of national representation of the development education (DE) movement
To characterise further what DECs are about, one can look at the institutions and organisations that DECs consider legitimate to publicly represent them and their interests. At the national level, DECs have been represented as a group of DECs, and also as individual organisations belonging to a group of organisations involved in the field of DE.

DECs were first represented nationally by the National Association of Development Education Centres (NADEC). The Development Education Association (DEA) replaced NADEC in 1991, with the view of increasing the lobbying power with the national

government thanks to a broader membership. It has over forty member organisations (DFES, 2005). In contrast with NADEC, members of DEA include international NGOs. DECs also work together as a national network, the Consortium of Development Education Centres (CoDEC):

> The Consortium of Development Education Centres is the largest provider of global learning and development education services *at the local level* in England. Each of the 33 member DECs is an independent, locally based, not-for-profit organisation whose core work is the support and delivery of global learning in schools and communities (CoDEC website www.globalclassrooms.org.uk 2017).

In 2011, CoDEC launched the Global Teachers Award, a nationally validated course for teachers, with the following learning outcomes:

1. Teachers have increased their ability to understand and critique the knowledge base and key concepts associated with education for a just and sustainable world (global learning).
2. Teachers are able to identify a range of different perspectives and question the assumptions behind them.
3. Teachers have enhanced their understanding of approaches to learning which promote critical literacy.
4. Teachers have developed practical ideas for incorporating new insights into their personal lives and work-related roles.
5. Teachers are able to justify incorporating global learning in the curriculum and include activities to measure changes in attitudes of their pupils in relation to certain global issues.
6. Teachers have increased confidence and understanding of how to promote informed, active global citizenship (CoDEC website www.globalclassrooms.org.uk 2017).

It is noticeable that importance is placed upon action, questioning, critical literacy and attitudes; this resonates with the propositions made by Freire and Dewey discussed in the first section of this chapter.

To sum up, the politics enacted by the development education movement are based on localised interventions, on collaborative relationships between DECs and with other organisations and institutions, and on national representation. Some institutions and organisations have distanced themselves from the DE movement. Because of the acknowledgement of 'Northern' responsibility (see above), conflicts emerged between the aims of DE and that of the New Labour Government (Cameron and Fairbrasss, 2004). For the government, the World Bank (WB) and the International Monetary Fund (IMF) promote international development, whereas from a DE perspective such institutions were not good for the poor (Cameron and Fairbrasss, 2004). So as to distance themselves from the political

dimension of DE, DFID and Oxfam have changed their discourse and have stopped talking of DE as 'DE' in favour of 'education about global issues' (Cameron and Fairbrasss, 2004).

Conclusion

In this chapter critical GCE has been characterised as a form of critical education based on the practice of citizenship and on developing an attitude of openness to learning and to the world. Such critical education involves looking at the world and the self as co-constructed and as existing through their interaction. It also involves engaging the very practical level and the very philosophical and logical level of learning and perception. Critical GCE is about looking at and acting on issues that concern us all as human beings through localised interventions. Critical GCE is pushed forward by the development education movement which share characteristics with other current educational and social movements, such as: the promotion of the direct participation of all, the rejection of neoliberal policies, and an internationalist perspective.

It is noticeable that the contributions of critical educators have been integrated in education policies promoted by the governance of globalising institutions. Through this integration, the same concepts can be used but they lose the logical links they had in the practices and philosophies of critical educators. Such assemblage is not logical and cannot be used as a heuristic frame for educators. In parallel, it can be suggested that critical perspectives are lasting because they are philosophically-based, and because they involve a deeper level of analysis.

The next chapter presents the methodology used to research the delivery of GCE through the case study of a Development Education Centre (DEC) called RISC (Reading International Solidarity Centre).

Chapter three: Methodology

Methodology is a term that derives from the original Greek meaning of the word 'method' as 'a route that leads to the goal' (Kvale, 1996, p. 4). Thus the aim of the research is to look at the relation between (global) citizenship and GCE empirically and critically. Empirical evidence is required in order to define GCE in practice, to develop an understanding of how it is delivered and to identify its potential for social change. A guiding principle of the methodology presented in this chapter is that 'the nature of the subject matter determines what kind of research is valid or relevant' (Pring, 2000, p. 6). Like Maurer's book *Mutual Life, Limited. Islamic Banking, Alternative Currencies, Lateral Reason* (2005, p. 13), this research is:

> ... an effort to create a form that will elicit debates homologous to those that accelerate/alternate in the world it "de-scribes", it unwrites.

The following sections introduce the research questions, the theoretical and methodological assumptions made, the methods of data collection and data analysis used to address the research questions, as well as ethical considerations.

3.1 Research questions

The overarching questions addressed in this research and formulated in the introduction are:

- What relations exist between (global) citizenship and GCE from a critical perspective?
- What opportunities are available in contemporary society to facilitate the sustainable delivery of critical (global) citizenship education?

Two groups of research questions are used to empirically address these overarching questions through the case study of RISC, an NGO based in Reading (UK) delivering GCE.

- Research questions that look at RISC in terms of the institutionalisation and sustainability of its/their interventions in GCE:

- What are the challenges faced by teacher educators?
- Which pedagogies are used and put forward by RISC?
- Which social and political principles are enacted by RISC?

- Research questions related to RISC and its/their interventions in GCE :

- What is RISC?

- What is GCE, as delivered by RISC?

- Which experiences are mobilised by RISC experts and their collaborators in the delivery and design of GCE interventions?

- What in the views of RISC experts and their collaborators are the constraints and opportunities associated with their structural environments?

3.2 A social constructionist worldview

The research questions have been informed by the constructionist worldview associated with critical education characterised in Chapter two. In this section, social constructionism is further characterised as a worldview that informs this research on critical GCE.

3.2.1 Social constructionism: definition

Social constructionism is grounded in the assumption that reality and knowledge are socially constructed and that (research) objects (such as theories, values, and principles) are seen as evidence of reality because they are social, socially made and shared. Because people are socially located and construct their own meanings, constructionist approaches acknowledge the existence of multiple, interacting and socially constructed realities. Constructionist approaches reject simple linear causation and acknowledges instead the variety and the complexity of interacting factors:

> … human beings (and the social life in which they interact) are not the sort of things where there can be simple causal relationships between specific interventions and subsequent behaviours. (Pring, 2000, p. 5).

The general framework of understanding followed in this research is one that acknowledges, as a starting point and as a concluding point, the complexity of the social world, aspects of its embeddedness and its multi-dimensionality.

3.2.2 Practices, interactions and relations

Another key characteristic of the constructionist viewpoint is that:

> Constructionism replaces the individual with the relationship as the locus of knowledge (Gergen, 1994, in Kvale, 1996, p. 45).

It is assumed that interactions and relationships are central to reality and knowledge making. In that way, as proposed by Dewey ([1938] 1997) and Freire ([1970] 1996, [1974] 2005),

practices and interactions are given highest importance for learning and social change (as discussed in Chapter two). The critical and pragmatic form of social constructionism followed in this research focuses on practices rather than pre-established knowledge. Knowledge, people and their environments are seen as being in the making, through participation and interactions.

The sociological form, that is symbolic interactionism, rather than the philosophical form of pragmatism, is of particular relevance to this study. Symbolic interactionism puts emphasis on individuals as constructors of their own actions, the world of subjective meanings and the collective symbols by which they are produced and represented, and the process of negotiation and the social context (Woods, 1983, in Cohen *et al*, 2011, p. 20). Goffman (1961, p. 280) has interestingly expressed the ways in which the collective and the subjective co-construct one another:

> Our sense of being a person can come from being drawn into a wider social unit; our sense of selfhood can arise through the little ways in which we resist the pull. Our status is backed by the solid buildings of the world, while our sense of personal identity often resides in the cracks.

Interpretivism acknowledges this interaction between what is perceived and the perceiver.

3.2.3 Interpretivism

An interpretivist perspective is implied by the form of social constructionism guiding this research and characterised as constitutive of critical education in Chapter two. From such a perspective, social reality does not exist independent of its social context and of the interacting persons. Berger and Luckmann (1991, p. 114) argue that everything is socially constructed and situated, and individually perceived. They put forward the concept of a 'symbolic universe':

> The symbolic universe is conceived as the matrix of all socially objectivated and subjectively real meanings; the entire historic society and the entire biography of individuals are seen as events taking place within this universe.

Interpretivism acknowledges the dynamic interactions existing between individuality and the structure within which individual perceptions and actions, and social interactions, take place. Interpretivism focuses on the production of meaning by people, each with their own experiences, histories and socialisation, within specific contexts. For a researcher, an

interpretivist perspective implies that her/his interpretation of a social phenomenon or of a text cannot but mobilise her/his own presuppositions (Kvale, 1996).

3.3 A qualitative methodological approach

Methodology is the systematic theoretical analysis of a set of methods associated with a field of study or a branch of knowledge. The methodological approach associated with constructionism is qualitative. A qualitative methodological stance does not privilege quantifiable data, and answers research questions of the what, how and why types. In terms of methods, it relies on interviews and observations. A qualitative approach can include a great variety of data so as to render the multilayered and the embedded character of the phenomenon under investigation, as is required in order to critically analyse the links between GCE and (global) citizenship. Multiple methods of data collection are also appropriate when conducting a case study.

3.4 Case study research

> A case study is an empirical enquiry that
> - investigates a contemporary phenomenon within its real life context, especially when
> - the boundaries between phenomenon and context are not clearly evident.
> (Yin, 1994, p. 13).

Within the framework of the research, phenomenon and context are in continuous interaction.

Case study research can be seen as an archetypical form of qualitative research that draws upon various sources of evidence.

> … the case study's unique strength is to deal with a full variety of evidence – documents, artefacts, interviews and observations – … (Yin, 1994, p.8)

A quality criterion for case studies concerns the variety of sources of evidence used, which requires the researcher to have a 'methodological versatility' (Yin, 1994, p. 100). (See discussion on triangulation as a main quality criterion for this research in the last section of this chapter).

Research participants are essential to the success of case study research:

[Key informants] not only provide the case study investigator with insights into a matter but also can suggest sources of corroboratory evidence – and initiate access to such sources (Yin, 1994, p. 84).

The strength of using case-study research lies in the depth that it allows the researcher to examine the particular phenomenon or issue. A case study is ideal to research a variety of perspectives, structural factors and agency as is the case in this research.

A main critique of case-study research lies in its lack of generalisability; that is to say because of the particularistic and qualitative character of case study research, the results are not generalisable, where generalisability is understood from an inferential statistic perspective. However, inferential statistic methods, which assume simple and linear causality, do not resonate with the philosophical assumptions of this research (as characterised in Chapter two). Moreover, case studies are concerned with 'analytic' rather than 'statistical' generalisation (Robson, 2002; Yin, 2009; referred to in Cohen *et al*, 2011). It is about 'the extent to which the finding from one study can be used as a guide to what might occur in another situation' (Kvale, 1996, p. 233).

The case study is a non-governmental organisation (NGO) Development Education Centre (DEC) known to the public as RISC (Reading International Solidarity Centre) which delivers GCE. This organisation was selected through purposive sampling involving selection criteria commonly used in case study research: its uniqueness, its mission of general public interest, and the importance of the underlying issues that it addresses (Yin, 1994). RISC is a leading provider of GCE at the local and national levels. According to Yin (1994), the various selection criteria for potential case studies associated with analytic generalisability are: that the case represents the norm, that the case represents the leading edge of a practice, or that the case represents an exceptional, ideal case. The selected organisation, RISC, meets these three selection criteria and appeared to the researcher as an ideal case study.

3.5 Data collection
This research study uses both data created for the research, called 'primary data', and data independent of the research project, called 'secondary data'. The primary data was collected through interviews and a focus group discussion. The secondary data consists of a variety of types of texts such as observation notes, RISC publications, RISC website, and training handouts.

3.5.1 Interviews

a- Definition

> An interview is a conversation that has a structure and a purpose. It goes beyond the spontaneous exchange of views as in everyday conversation, and becomes a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge (Kvale, 1996, p. 6).

An advantage of face-to-face interviews is that non-verbal cues can be drawn upon to understand better the verbal contributions (Robson, 2011). A disadvantage of interviews relate to how time consuming they are. An interview situation is generally seen as asymmetrical because the interviewer asks the questions (Kvale, 1996), and therefore assumes a degree of power which has to be taken into consideration. However, in this project, the asymmetry is limited because the participants are education experts who have worked in the field for a longer period of time than the researcher. The researcher has a lot to learn from them, and is arguably therefore on a more equal footing.

b- Types of interviews

Researchers make use of various types of interviews: structured interviews, semi-structured interviews, and unstructured interviews (Robson, 2011). In fully structured interviews, all questions are pre-defined like in a questionnaire, but unlike in a questionnaire where closed questions dominate, a greater use of open-ended questions is made. Semi-structured interviews are made of pre-established questions as well as of follow-up questions based on the answers provided to the pre-defined questions. Unstructured interviews have no pre-established structure. Semi-structured interviews and unstructured interviews are also known as 'qualitative interviews', 'in-depth interviews' and 'focused interviews' (Robson, 2011). When involving a group of participants, such interviews are known as focus groups (focus groups are discussed below). Added to the possibility of going into more depth, their open-ended questions make space for unexpected answers (Robson, 2011). A disadvantage of using open-ended questions is that the answers are harder to analyse than answers provided to closed questions (Robson, 2011).

c- Rationale for using semi-structured interviews

Interviews of an open-ended nature are a main source of information for case studies. They allow in-depth discussion of a topic in an inter-subjective situation. Interviews have the

capacity to capture and examine a controversial human world (Kvale, 1996) as is the aim of this research.

Because the focus in this research is largely on the participants' points of views (Kvale, 1996), semi-structured interviews are favoured over fully structured ones so as to adapt the interview according to the answers provided to the pre-established questions. Semi-structured interviews are favoured over unstructured ones so as to allow the comparison of perspectives across participants and a focus on both the experiences of the key informants and on their relationship to RISC. Semi-structured interviews are most suitable when the researcher is the interviewer (Robson, 2011) as is the case in this research.

d- Interviews used in the research

The spontaneity of the interview exchange was favoured over having a long list of pre-established questions to ask. Long questions, multiple-barrelled questions and leading questions (Robson, 2011) were avoided. Questions were formulated to allow the participants to answer in different ways and to capture their individual perspectives.

The sequence of the interviews was as follows: introduction, main body and closure. During the introduction, the researcher asked the informants if they had questions about the information sheet, the informants signed the consent form and the researcher thanked them for agreeing to participate in the project and to share their perspectives on RISC and GCE. Some participants signed the confidentiality right waiving form at the beginning whilst others preferred to wait until the end of the interview to do so.

The main body of the interviews was divided into two parts. The interviews focused first on how participants came to be involved in GCE and their relationship with RISC, and then on what RISC is doing, its aspirations, and the challenges faced. Through these themes and the openness of the questions, it was aimed that the participants would touch both on RISC's GCE practices and on the institutionalisation of these practices. This aim was achieved.

At the end of the interview, informants were asked: 'Is there something else that you would like to discuss?'. It provided an opportunity to share anything else that the participants might have been thinking during the interview (Kvale, 1996). The interview schedule is presented in Appendix 3.1.

Prior to conducting individual interviews, the researcher conducted a pilot interview with an environmental consultant in November 2014. In the course of the pilot interview, the researcher replaced 'RISC' in the questions with the name of the organisation she works for. She suggested one change in wording: using the word 'aims' rather than 'aspirations' in one question. The reason put forward was that 'aspirations' were more adequate for a charity and 'aims' for a business. Because RISC is a registered charity, the researcher took the decision to keep the word 'aspirations'.

The face-to-face interviews were conducted at a time and a place convenient to the participants between November 2014 and June 2015. Participants working at RISC were interviewed at RISC, participants working at the Institute of Education University of Reading were interviewed at the university. In terms of the interviews of the other participants, one took place in a booked room at the University of Reading, another in a pub in a village near where one of the participant lives, another at the participant's home. For the three informants working relatively far from Reading (Sheffield, Padova in Italy, Chichester), Skype and phone interviews were conducted from the University of Reading as alternatives to face-to-face interviews.

The face-to-face interviews were recorded both with a tape recorder and with an I-Pad to minimise the risk of not having a trace of the interview. The recording equipment was placed between the informant and the student researcher, as close as convenient to the informant. A majority of the interviews lasted between 25 and 40 minutes. Most questions in most interviews elicited long answers from the informants, one of the quality criteria for interviews proposed by Kvale (1996). The quality criteria of this research are discussed in the last section of this chapter.

The other three interviews took place in different ways in terms of the form of mediation on which the exchange relied. For one interview, Skype was used with a video camera on the side of the researcher and one on the side of the informant. For another interview, Skype was used with a video camera on the side of the researcher and a still picture of the informant. With the third informant, a phone interview was used because Skype was not a device accessible to the participant. With the still picture, the researcher missed the visual clues that contribute to the richness of face-to-face interviews. The phone being more of an everyday

device than Skype for the researcher contributed to a good interview flow, but again visual clues were not available. Recording software for Skype (Amolto Call Recorder) was used to record the Skype interviews. For the phone interview, I used the loud-speaker function of a landline phone and recorded the exchange via an I-Pad.

e- Research population

The participants were selected through purposive sampling. The researcher asked Barbara (Education Co-ordinator and key contact working at RISC) about people whom it would be important to talk to in order to find out about RISC and its delivery of GCE interventions. Barbara provided the names of sixteen, other than herself, potential participants, which brought the total to seventeen potential participants. The researcher aimed to recruit, as participants, the highest possible proportion of that population.

The key contact emailed fifteen of the potential participants to introduce the research project and see if they would be willing to contribute (see email in Appendix 3.2). One potential participant was contacted directly by Martin, who works at RISC as the Centre Coordinator. Once potential key informants expressed their interest in participating, the researcher arranged with them, a time and place convenient for the interview to take place and sent them an information sheet about the project (see Appendix 3.3) prior to the interview.

Initially fourteen participants were recruited in total. One recruited participant withdrew during the course of the research (as discussed in 3.8.3 on member checking at the end of the chapter), which brought the number of research participants to thirteen. All participants have had a direct working relationship with RISC. Their relationship to RISC can be divided into three categories as shown in the following table.

Types of relationship	Key informants
Experts employed by RISC on a very long-term basis who are members of RISC collective	Martin Mikhail, Barbara Lowe, and Dave Richards.
Experts who have worked with RISC on a long-term basis in areas such as funding, design, delivery, and/or the evaluation of programmes	Sarah Bergson, Dan Archer, David Sutton, Gill Hopper, Pete Davis, Alessio Surian, Rob Unwin, and Mary Young.
Experts with responsibilities in Initial Teacher Training (ITT) collaborating with RISC	Helen Bilton and Caroline Crolla.

Table 3.1 The relationships of the interview participants to RISC

All research participants waived their confidentiality rights (see ethics discussion below) and are identified in the thesis by their first name. It is also important to note that Gill and Mary are also university lecturers involved in ITT. The research participants are presented in terms of the institutional positions they have occupied in relation to RISC in the next chapter (Table 4.6).

3.5.2 Focus groups

a- Definition

Focus groups are interviews that take place in a group context (Robson, 2011). Due to their efficiency as a method of data collection, focus groups are commonly used in applied social research (Robson, 2011). They are frequently used in association with other methods of data collection (Robson, 2011) as in this research. The realm of social reality rendered in focus groups is different to the one rendered in one-to-one interviews (Robson, 2011). For this reason, combining these methods of data collection promotes the depth and the encompassing character of the analysis.

Different groups of participants require different types of interviews (Kvale, 1996). If individual interviews are best suited to find out about individual perspectives, focus groups are better equipped to consider group dynamics. Focus groups have the advantage of rendering interpersonal dynamics (Kvale, 1996) and stimulating an exchange of ideas.

b- Rationale for using focus groups

The focus groups complement the individual interviews. The key informants who were individually interviewed have different professions and expertise. The individual interviews were conducted to explore their individual expert perspectives in depth. In contrast, focus groups take into account professional groups' negotiations of meaning.

The planned focus groups were with participants who all share the same professions: a group of teachers and a group of DEC representatives. The teachers are professional peers who were involved in the same project with RISC, the representatives of other DECs are agents involved in this project. It was anticipated that focus groups would render their collective negotiations of the opportunities and challenges for the delivery of GCE and their collective collaboration as a group of teachers and as a group of DECs' representatives.

c- Focus group used in the project

It was as a result of talking with Barbara, the key contact and Education Co-ordinator, that the researcher planned to use focus group interviews in order to listen to the perspectives of these stakeholders involved in RISC's delivery of the then current European funded formal education project called *Quality or Quantity?* (2013-2016). For participants with a variety of expertise, individual interviews are best suited because the focus of interest relates to their own individual expertise and roads to GCE. For the teachers and the agents, focus groups were seen as best suited because the focus of interest is on their collective professional relationships and dynamics.

A focus group of sixteen teachers, who were part of the teacher working group for the RISC *Quality or Quantity?* project was planned but did not take place due to logistical constraints. It was thought that the teacher focus group could take place during the launch event day (on 10th November 2015), which finalised the *Quality or Quantity?* project. However, the potential participants' schedule on that day was too busy (presentations and evaluation meetings in particular) for a focus group to be added. The researcher therefore decided that documentary analysis, which took into account the perspectives of teachers (through the observation of GCE interventions with student teachers and of events at RISC involving teachers), would be used as an alternative source of data collection.

The focus group with the agents of DECs, which were subcontractors in the project *Quality or Quantity?*, took place at RISC on 19th March 2015. On that day the agents were meeting at RISC to discuss how to best disseminate the findings of the project. The list of agents present on that day is presented in Appendix 3.4.

The researcher was present, as an observer, during this meeting day at RISC and a focus group was conducted at the end of the day with a majority of the agents attending. Due to travel arrangements, the representatives of Commonwork were not able to stay for the focus group, and so only the other five representatives took part. The themes discussed during the agent focus group are presented in Appendix 3.5. Three main themes were used: the project *Quality or Quantity?*, RISC and education, challenges faced by DECs in terms of GCE. As expected, the approximate duration of this focus group was half-an-hour. Prior to the focus group, the envisaged discussion themes for the focus group were piloted with the deputy head teacher and SENCO of a nursery school in February 2015. The purpose of this piloting was to

check that the themes were clear, engaging and that they led to a rich discussion. This was the case which evidenced that this instrument of data collection was fit for purpose.

To sum up so far, the following table presents the three main bodies of contribution to this research and the methods of data collection for each of them.

Bodies of contribution	Methods of data collection
Experts collaborating with RISC on a long-term basis	Semi-structured interviews
Agents involved in the *Quality or Quantity?* project	Focus group
Teachers and student-teachers	Documentary analysis

Table 3.2 Bodies of contribution and methods of data collection

3.5.3 Documentary analysis

a- Definition of documentary analysis

Documentary analysis is used to examine a variety of documents, principally written ones (Robson, 2011). A document can be defined as 'a record of an event or process' (McCulloch, 2011, p. 249). Literature on documentary analysis for case study research is limited. In education research, documentary analysis is predominantly looked at as a principal source of data (McCulloch, 2011). In this research it is an additional source of data used to contextualise further the analysis and to favour critical analysis.

b- Rationale for using documentary analysis

Documentary analysis is used to set in perspective the data from the interviews and the focus group as a supplementary method of data collection. It helps in providing the policy context of the study as well as background information regarding the aims, objectives and modes of work in RISC. Documentary analysis is also used to take into account the perspectives of a variety of stakeholders in the delivery of GCE other than experts and agents (with whom primary data is collected as discussed above) such as teachers, student-teachers, and European partners. Moreover, documentary analysis permits an examination of GCE as delivered by RISC through different mediums.

c- Documents used in the project

The documents employed for documentary analysis are presented in the following table. The use of observation for data collection and observation notes are then specifically discussed.

Documents	Description
RISC website	www.risc.org.uk
RISC online forum for teachers involved in the *Quality or Quantity*? project	http://risc.org.uk/forum/
RISC videos about school and teachers involved in *Quality or Quantity*? project	http://toolkit.risc.org.uk/videos/
RISC garden video	Garden Party Saison 02 Emission 03 - Jardin Comestible - Rooftop Londres, accessible on https://vimeo.com/52394600 (accessed on 01/12/2015)
RISC publications	- World Education Berkshire (WEB) brochure presenting WEB's work between 1981 and 1988 - World Education Berkshire (WEB) booklet presenting WEB's work between 1981 and 1988 - RISC (2006) *Risc. of books, stones, friends and visions* authored by Madeira B.T., Grant F., Hopper L., Drury P., Sawers, G., Lloyd J., Hay P., Baxter, R., edited by Adam Stout, two rivers press. - RISC (2008) *How do we know it's working? A toolkit for measuring attitudinal change in global citizenship from early years to KS5* - RISC (2015) *How do we know it's working? book two, tracking changes in pupils' attitudes*
European grant and evaluation framework	- European grant application form - Píbilová, Inka (2013) *Monitoring and Evaluation Framework of the project Quality or Quantity?* evaluace.com, 7th November, Prague - Interim narrative report of Quality or Quantity (30th January 2013-29th January 2014)
Observation notes, handouts, evaluation forms, and RISC's analysis of evaluation	- Observation notes and handouts of the meeting of the Expert Consulting Group of RISC project Quality or Quantity? (1st April 2014) - Observation notes and handouts of DECs' meeting (19th March 2015) -Observation notes, handouts, evaluation forms, and RISC's analysis of the evaluations of student-teachers' training (16th March 2015 and 26th March 2015). - Observation notes and handouts of the launch event (10th November 2015)
Articles written by some of RISC experts	- Hopper, G and Lowe, B. (2014) 'Case study 4 The continuing partnership between the Art Department at the University of Reading Institute of Education and Reading International Solidarity Centre'. in *Education for sustainable development and global citizenship (ESDGC): good practice case studies in teacher education* TEESNET (Teacher Education for Equity and Sustainability) -The Higher Education Academy

	- Richards, D. (2009) 'Pushing the boundaries', *rhizome freirean*

Table 3.3 Documents used for documentary analysis

d- Observations used in the project

The researcher participated in a variety of meetings and events at RISC in the course of the research as an observer (with limited involvement or involved like the other participants). The aims of the observation of such events and interventions were to consider the greatest variety of stakeholders, who contribute with RISC to the delivery of GCE in the formal education sector, and their interactions.

- **On 1st April 2014, the researcher attended a meeting of the Expert Consulting Group (ECG) for the *Quality or Quantity?* project at RISC.**

In each of the countries where the project *Quality or Quantity?* took place, an Expert Consulting Group was constituted. After the researcher had provided feedback (see Appendix 3.6) on the RISC publication *How do we know it's working? A toolkit for measuring attitudinal change in global citizenship from early years to KS5* (2008), she was invited to join the Expert Consulting Group (ECG) by the key contact at RISC, Barbara. The researcher accepted the offer as it provided an important opportunity to directly observe the work of another group of experts collaborating with RISC towards the delivery of an intervention (an international intervention in the case) in GCE. The notes of the ECG meetings were structured according to the planning of the day and to who was contributing.

- **On 16th March 2015 and on 26th March 2015, the researcher observed RISC training of student-teachers.**

The training of student-teachers being a main intervention of RISC in GCE, the researcher and the key contact decided that the researcher would directly observe this training. This type of intervention by RISC takes place in two steps. Lectures at university are followed by workshops at RISC in which students are split into groups for audit activities. Workshops take place on specific themes such as the roof garden, fair trade, challenging assumptions. They are used to develop further ideas and discussion around issues addressed in the lecture. The researcher observed RISC delivering lectures and workshops to student-teachers at the University of Reading, and RISC delivering workshops to student-teachers at RISC.

On 16th March 2015, the researcher observed a workshop at RISC for undergraduate student-teachers from Oxford Brookes University who had an introductory session at their university in September 2014. On 26th March 2015, a RISC intervention with around 100 primary postgraduate student-teachers from the University of Reading was also observed.

During the observations, the researcher as a non-participant observer was not too involved nor too detached. The notes taken during the observations of RISC interventions with student-teachers are organised according to an observation schedule. The following aspects were included in the observation schedule: the discourse used, the issues covered, the solidarity promoted (looking at solidarity in terms of belonging and identity, as suggested in Chapter one), the pedagogies used (in terms of how empowering they are), the challenges and the opportunities highlighted, the difficulties met by the students (Appendix 3.7).

- **On 10th November 2015, the researcher attended, at RISC, the launch event day, finalising the *Quality or Quantity?* project.**

On that day the second publication of *How do we know it's working?* edited in three European languages (English, Czech and Slovak) was launched. The notes for the observation of the launching day are organised in terms of who is speaking rather than in terms of an observation frame across speakers and types of interventions. It was possible to use an observation frame for the observation of interventions with student-teachers because all of the interventions were delivered by RISC employees.

3.6 Data analysis

Before presenting the data analysis conducted for this research, it is important to note that, considering that research is a process, 'analysis is not an isolated stage, but permeates an entire interview enquiry' (Kvale, 1996, p.205).

3.6.1 General approach to data analysis: grounded approach

The data was analysed qualitatively using a grounded approach for coding and developing themes. A grounded approach to data analysis privileges ad hoc meaning generation (Kvale, 1996). It is a form of thematic coding where the codes arise through the interaction between the researcher and the data (Robson, 2011). Through this technique of data analysis, a variety of techniques are used together to analyse creatively and in-depth. The aim of the analysis is

to develop a multilayered data analysis to render the multilayered nature of social reality and bring attention to more general social, political, and economical issues (Kvale, 1996).

The analysis is concerned with directly expressed meaning and more in-depth implied hermeneutic meaning, in terms of structures and relations of meaning (Kvale, 1996). The table presented in Appendix 3.8 illustrates how the seven characteristics of grounded research proposed by Kvale (1996) are met in the research.

3.6.2 Specific techniques used

Miles and Huberman (1994, in Kvale, 1996, p. 204) refer to thirteen strategies for generating meaning in qualitative research from the most descriptive to the most explanatory:

- noting patterns, themes;
- seeing plausibility;
- clustering;
- making metaphors;
- counting;
- making contrasts/comparisons;
- partitioning variables;
- subsuming particulars under the general;
- factoring;
- noting relations between variables;
- finding intervening variables;
- building a logical chain of evidence;
- making conceptual/theoretical coherence.

Considering the constructivist framework of the research, the researcher replaced 'variables' with 'interacting factors'. Thus, the researcher generated meaning from these various strategies except 'factoring' which relies on assuming the existence of variables.

3.6.3 Transcription

The analysis of the interviews and the focus groups started during the interviews themselves. The researcher took notes during the interviews and the focus group to complement this process and key themes started to emerge. The individual interviews, as well as the focus group, were recorded and transcribed. They are 'self-communicating', a quality criterion for

interviews according to Kvale (1996). The general quality criteria of the research are discussed in the last section of the chapter.

The interviews were transcribed by the researcher herself. The work of transcription created the opportunity for the researcher to fully engage with the data. The interviews were not transcribed with full details such as silences, tones of voice, laugh. It was rather decided that the interviews transcripts would benefit from being checked by the participants themselves (see discussion on member checking below).

3.6.4 Coding of the data

Codes can be defined as 'the most basic segment, or element, of the raw data or information that can be assessed in a meaningful way regarding a phenomenon' (Boyatzis, 1998, p. 63; quoted in Robson, 2011, p. 478). Gibbs (2007, p.38, in Robson, 2011, p. 474) states that 'coding is how you define what the data you are analyzing are about'. The coding of the data is an iterative process made of the following steps (adapted from Robson, 2011, p. 476) illustrated by the researcher associated actions.

Coding steps	Researcher's actions
Familiarisation with the data	So as to familiarise herself with the data, the researcher read repeatedly the data and wrote down initial comments and thoughts about themes.
Generation of initial codes	The researcher identified the different codes present in the data.
Identification of themes	The researcher organised the great number of codes into a smaller number of potential themes. The potential themes and sub-themes were refined by going back to the raw data.
Construction of thematic networks	This step was interested in highlighting relationships between the different themes.

Table 3.4 Coding steps and researcher's actions

3.7 Ethics

All applicable ethical standards were followed in this research. Application was made for ethical approval and granted by the University Ethics Committee (the Ethical Approval Form can be found in Appendix 3.9 and the Risk Assessment Form for Research Activities in Appendix 3.10).

3.7.1 Consent

Formal agreement to participate was sought from all participants and from the organisation, RISC, after the project obtained ethical clearance by the University Ethics Committee.

'The securing of participants' voluntary informed consent, before research gets underway, is considered the norm for the conduct of research' (BERA, 2011, p.6 Ethical Guidelines for Educational Research). The data collection started only once the ethical approval had been granted and once the participants had been given an information sheet regarding the project and had given their consent to participate. The information sheet for the interview participants and the information sheet for the focus group participants can be found in Appendices 3.3 and 3.11. The consent form for RISC, for the interview participants and for the focus group participants are presented in Appendices 3.12, 3.13 and 3.14. The consent to use pictures (as is done in the research, see discussion below in 3.8.4) is included in the consent form for RISC.

3.7.2 Anonymity

a- The research norm: anonymising participants' contributions

> The confidential and anonymous treatment of participants' data is considered the norm for the conduct of research. Researchers must recognize the participants' entitlement to privacy and must accord them their rights to confidentiality and anonymity, unless they or their guardians or responsible others, specifically and willingly waive that right. In such circumstances it is in the researchers' interests to have such a waiver in writing. Conversely, researchers must also recognize participants' rights to be identified with any publication of their original works or other inputs, if they so wish. In some contexts it will be the expectation of participants to be so identified (BERA, 2011, p. 7).

b- Case study research: non-anonymised contributions

If anonymising individual contributions is a research norm, for case study research, 'the most desirable option is to disclose the identities of both the case and the individuals' (Yin, 1994, p. 143). This desirable option is achieved in this research.

The interview and focus group participants as leaders in education and public leaders are used to share their views and perspectives. For this reason, the anonymity issue is less problematic than if the participants were vulnerable participants for example. The researcher expected that the participants would have preference for not speaking anonymously, which was the case.

All key informants waived their right to confidentiality and agreed to be referred to by their names in the thesis. One key informant has waived this right apart from one specific comment made during the interview.

The focus group participants have waived their right to confidentiality, this was expected considering that a focus group is more of a public space than a one-to-one interview and that the participants are public professionals. The confidentiality right waiving forms can be found in Appendices 3.15 and 3.16. The consent to use the name of RISC in the thesis, that is to refer to RISC as 'RISC' rather than as a 'DEC', 'a NGO', or a 'charity' was formally granted by Barbara, the key contact at RISC. This avoids the difficult task of concealing information about a case study without compromising the research quality. To sum up, the research achieved the most desirable option highlighted by Yin (1994) for case studies: it discloses the identities of both the case and the individuals.

c- The ethical decision of naming the participants and the organisation

The challenges associated with guaranteeing anonymity in the context of this research have contributed to the decision of naming the participants and the organisation. The contributions of the key informants could have been anonymised but this would not guarantee anonymity. Emanating from individuals interacting in 'real life', the contributions of the key informants are more identifiable in the presence of one another. RISC as an organisation is very much a public actor in terms of its embeddedness in its community and presence in various public spheres. Considering RISC's uniqueness as a DEC in terms of its range of activities and of its success, its anonymous contribution would not guarantee anonymity.

Interviewing people who know that what they say will be published and attributed to them can present challenges for research. In this situation, participants may be inclined to present themselves and the organisation positively. The researcher is aware of this potential bias. However, in the context of this study, this potential bias is not seen as over impacting the quality of the research, for it is the participants' positive view of RISC that ensures and underpins their long-term relationship with RISC. Moreover as busy experts, without this positivity, they would not have been willing to give their time for this research.

3.8 Research quality criteria

In order to ensure the validity of this qualitative research, triangulation or more than one method of research is used. In addition, to ensure the research quality, the length of the researcher's involvement in the field of study, the checking of the research members' transcriptions and interpretations, and the visual data are all key contributions.

3.8.1 Triangulation

This research uses triangulation in various ways. Triangulation is a research strategy aimed at improving research quality. 'Qualitative research is inherently multi-method in focus' (Flick, 2002, in Denzin and Lincoln, 2005, p. 5):

> The combination of multiple methodological practices, empirical materials, perspectives and observers in a single study is best understood, then, as a strategy that adds rigor, breadth, complexity, richness, and depth to any inquiry.

The use of triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question. 'The qualitative researcher is interested in diversity of perception, even the multiple realities within which people live. Triangulation helps to identify different realities' (Stake, 2005, p. 454).

Triangulation is used in this thesis both at the empirical level and at the theoretical level. At the empirical level, triangulation takes place through the use of various methods of data collection, the use of both primary and secondary data, the inclusion of various perspectives. Not only empirical but also theoretical triangulation is used in the research, which embraces a critical and pragmatic constructionist approach.

3.8.2 Length of research involvement

A relatively prolonged involvement of the researcher in the field can also contribute to research quality by building a trusting relationship between the researcher and the research participants (Robson, 2011) and a better understanding of the case study. The first meeting with the key contact took place in 2013, the collection of primary data was concluded in 2015 and the collection of secondary data in 2017, which represents a relatively important involvement duration. Due to unexpected extenuating circumstances faced by the researcher, the data analysis was spread over a longer time period than originally planned.

3.8.3 Member checking

Member checking is about returning research materials such as transcripts and interpretations to research participants (Robson, 2011) to increase the accuracy of the descriptions. Member checking, before the submission of the thesis, took place in two steps Firstly, the various interview participants each reviewed the quotations from their interview to be used in the thesis. Secondly, the key contact read a draft of Chapters three, four and five to check the accuracy of the information about RISC.

When the researcher sent the extracts from the verbatim interview transcripts to be used in the thesis to each participant, she received some comments that she had not anticipated. Various participants highlighted that they were not too happy with the interview verbatim transcript: some participants accepted it as part of the research methodology, some did a bit of editing to remedy any concerns. One participant's view was that it was badly written and that too much time had passed since the interview, and withdrew from the research. It seems to the researcher that this evidence uncovers an issue that can be expressed as follows: why should the researcher write in an academic style the contributions of (more senior) expert participants (able to write in an academic style), who at interview expressed themselves orally in a less articulate and academic way? Future research involving busy experts, who waive their confidentiality right, might consider using questionnaires made of open-ended questions, rather than interviews, so as to collect directly the data in a written form, judged appropriate by the participants.

3.8.4 Visual presence of the RISC physical environment in the thesis

Pictures, posters and flyers of RISC are not considered as data *per se* in this research. They are not analysed as such. They are included in the next chapters to give readers a glance into the RISC visual environment. The predominantly discursive analysis of RISC is thus enriched by being situated in what RISC looks like and how RISC presents and promotes itself visually. RISC pictures of the various public spaces were selected by Dave who is the Publications Coordinator and the Roof Garden Coordinator at RISC.

3.8.5 Researcher's reflexivity

A difficulty that faces critical researchers is expressed as follows by Hammersley (2000, p.134):

Without being aware of it, researchers may produce research that is guided by assumptions that are false and politically conservative in their implications and consequences. Given this, it is demanded of researchers that they be reflexive or self-critical, in the sense of continually examining their working assumptions for the effects of the dominant ideology.

In the course of the research, the researcher has endeavoured to be reflexive and self-critical for the sake of the research quality and also because of how she values and practises learning.

3.8.6 Research knowledge as an end

The quality of critical research is also constituted by research being a means and an end, so as to try and not reproduce the dissociation between means and ends, characteristic of the dominant ideology:

Once researchers are engaged in their work they must be primarily concerned with producing knowledge, not with achieving these other things [for instance to make the world a better place, to earn a living]. (Hammersley, 2000, p. 164)

There are attempts outside research communities, on the part of funders (including governments), to define the goals of research in terms that subordinate the pursuit of knowledge to other concerns. In Britain, this can be seen in the increasing contractual restrictions on research financed by Government departments, which seem to be designed to ensure that published findings will support current policy (Pettigrew 1994; Norris 1995; Bridges, 1998; in Hammersley, 2000, p. 165).

When means and ends are separated, a type of un-rooted and un-contextualised knowledge is created. Contextualised knowledge is what education for critical thinking requires.

3.8.7 Preliminary research

In the early stages of the research (during the initial meeting with the key contact at RISC, Barbara, in 2013), before the researcher had identified the research questions, she shared with Barbara, that she was interested in contributing to RISC's activities. It seemed particularly important to participate in a relation of 'give and take', rather than only take whereby the participants and RISC provided the research data. The researcher believed that this participation would be the basis of a collaborative research. The collaborative character of research is seen in this research as crucial both for ethical reasons and for the richness of the data and of the analysis it favours.

Barbara invited the researcher to provide feedback on the RISC publication *How do we know it's working? A toolkit for measuring attitudinal change?* (2008). This request engaged another research interest of the researcher, based on her experience of working as a junior financial auditor for PwC (PwC was presented in Chapter one): the importance of ex-post audit (rather than ex-ante audit only) for public policies in general and education policies in particular. In the publication is presented an original teaching and evaluation methodology based on ex-ante and ex-post audits. The opportunity to contribute to RISC activities was important in building up a relationship with Barbara. Following the feedback, Barbara invited the researcher to join the Expert Consulting Group of the *Quality or Quantity?* project, the then major current project of RISC in formal education.

The general comments the researcher made about the toolkit are as follows (the full feedback provided by the researcher to RISC can be found in Appendix 3.6):

> The approach presented in this publication is very interesting and innovative. Starting from where pupils are, a bottom-up approach uses data as baseline, the proposed activities make the instruments for assessment (rather than the instruments for assessment making the activities).

> Such approach, as well as pushing forward the need for ex-ante and ex-post audits, favours a clear audit trail (see steps in using the toolkit). It does not rely on/require ungrounded assumptions regarding learning outcomes.

> Moreover, qualitative and quantitative measurements are integrated rather than opposed in the audit process.

RISC project's name '*Quality or Quantity*?' expresses the centrality of reformulating ontological and epistemological issues for RISC (similarly to the form of critical education promoted by Dewey and Freire discussed in Chapter two), so does the researcher's feedback.

Conclusion

The research has been designed so as to maximise the possibility of capturing the richness, the inter-connectedness, and the complexity of the social world involved in the delivery of GCE. A case study is the ideal methodology to collect and analyse data with such purpose in mind. Because the participant organisation, RISC, and all the participants have waived their confidentiality rights, there is no limitation to the researcher's effort to contextualise the practices involved in the delivery of critical GCE (limitations such as the limitations involved with anonymised contributions).

The next two chapters present and discuss the research findings. Chapter four looks at RISC, the form of GCE it practises and promotes, and the experiences that experts working with RISC mobilise. Chapter six is interested in RISC's institutionalisation of best practices for the sustainable delivery of the form of GCE being delivered.

Chapter four: findings and data analysis

This chapter presents the research data that was gathered in order to provide an in-depth study of the Development Education Centre (DEC) RISC (Reading International Solidarity Centre), so as to empirically and critically characterise the delivery of Global Citizenship Education (GCE) in relation to citizenship within a UK-based NGO. As discussed in the previous chapter the general approach to data collection adopted for this research was case study research. Case study research allows for the greatest depth of analysis of a particular subject or area of interest. The depth of analysis is achieved through taking into account a variety of perspectives and using a variety of sources for data collection.

The empirical results are constituted by the data themselves, which are then discussed and analysed by the researcher in order to answer her initial research questions. The researcher adopted a grounded approach to the analysis, which, started from the data themselves rather than from pre-established, theoretical and conceptual, categorisation frames. She assumed, as suggested by Dewey ([1938] 1997) and Freire ([1970] 1996, [1974] 2005), a critical and pragmatic constructionist worldview, and put importance on taking into account the personal, organisational and societal environments within which perception and practices take place.

Data

The research takes into account the perspectives and experiences of:

- Experts having worked and/or collaborated with RISC on a long-term basis and contributed to the delivery of GCE;

- Representatives of organisations, which like RISC, are Development Education Centres (DECs) delivering interventions in GCE but in different localities than RISC, and which have acted as subcontractors in the *Quality or Quantity?* RISC project;

- Teachers delivering GCE with RISC support;

- Student-teachers to whom RISC delivers interventions in GCE in collaboration with teacher training institutions.

When referring to RISC as an organisation, the researcher uses the pronoun 'it'; when referring to RISC as a group of interacting people, the pronoun 'they' is used.

The following table summarises the sources of data collection acquired and used according to the group of actors interacting in the delivery of GCE.

Groups of actors	Data collection
Education experts having worked and/or collaborated with RISC	- Individual interviews with fourteen expert key informants - Researcher's participation to the meeting of the Expert Consulting Group of the *Quality or Quantity?* RISC project: handouts and notes - articles written by some of the experts: Hopper, G and Lowe, B. (2014) 'Case study 4 The continuing partnership between the Art Department at the University of Reading Institute of Education and Reading International Solidarity Centre'. in *Education for sustainable development and global citizenship (ESDGC): good practice case studies in teacher education* TEESNET (Teacher Education for Equity and Sustainability) -The Higher Education Academy Richards, D. (2009) 'Pushing the boundaries', *rhizome freirean*
Representatives of other DECs	- Informal participation to a meeting day for DECs acting as subcontractors in the *Quality or Quantity*? RISC project - Focus group with five members of other DECs
Teachers delivering Global Citizenship Education with RISC support	- Case studies in RISC (2008 and 2015, see references in Table 4.2 below) - Online forum for teachers of RISC *Quality or Quantity?* project (http://risc.org.uk/forum/) - Videos about teachers' perspectives and experiences associated with the delivery of GCE and the *Quality or Quantity?* project (http://toolkit.risc.org.uk/videos/) - Teachers' presentations at the launch event of the educational resource for teachers and other educators marking the finalisation of the *Quality or Quantity?* project (10th November 2015)
Student-teachers from the University of Reading and Oxford Brookes University	- Observation of RISC interventions in Global Citizenship Education with student-teachers: Observation notes of RISC intervention with undergraduate student-teachers from Oxford Brookes University and handouts given by RISC (16th March 2015). Observation notes of RISC intervention with postgraduate student-teachers from the University of Reading and handouts given by RISC (26th March 2015) - RISC analysis of student-teachers' evaluations of RISC interventions

Table 4.1 Data collection for different groups of actors

Rather than looking at different groups of interacting actors who contribute both to the make-up of RISC and the form of GCE that they deliver, other data relates to RISC as an organisation and is presented in the following table. Whereas in Table 4.1 primary and secondary data is mixed, the data presented in the following table is secondary data (see discussion on primary and secondary data in the previous chapter). The full list of documents used for documentary analysis was presented in Table 3.3.

Types of documents	Documents about RISC and its projects
RISC website	www.risc.org.uk
RISC garden video	Garden Party Saison 02 Emission 03 - Jardin Comestible - Rooftop Londres (https://vimeo.com/52394600 2015)
RISC publications	- World Education Berkshire (WEB) brochure presenting WEB's work between 1981 and 1988 - World Education Berkshire (WEB) booklet presenting WEB's work between 1981 and 1988 - RISC (2006) *Risc. of books, stones, friends and visions* authored by Madeira B.T., Grant F., Hopper L., Drury P., Sawers, G., Lloyd J., Hay P., Baxter, R., edited by Adam Stout, two rivers press. - RISC (2008) *How do we know it's working? A toolkit for measuring attitudinal change in global citizenship from early years to KS5* - RISC (2015) *How do we know it's working? book two, tracking changes in pupils' attitudes*
European grant and evaluation framework	- Logical framework for the project Quality or Quantity? (from the European Commission) grant application form - Evaluation frame of the *Quality or Quantity?* project: Píbilová, Inka (2013) *Monitoring and Evaluation Framework of the project Quality or Quantity?* evaluace.com, 7th November, Prague - Interim narrative report of Quality or Quantity (30th January 2013-29th January 2014)

Table 4.2 Documents about RISC

Other documentation that has been examined, are the education policies related to GCE and citizenship, which were discussed in Chapter one. As will be illustrated in this chapter, some of these policies were also discussed by research participants.

Pertinent images are also integrated into this chapter as visual aids to support the discussion of the case study findings. This is in line with the proposition made by Dewey and Freire to mobilise learning environments (physical surroundings included) in education (as analysed in Chapter two).

Research questions and structure of the chapter

The presentation of the research findings is organised around the research questions related to RISC and its/their interventions in GCE :

- What is RISC?

- What is GCE, as delivered by RISC?

- Which experiences are mobilised by RISC experts and their collaborators in the delivery and design of GCE interventions?

- What in the views of RISC experts and their collaborators are the constraints and opportunities associated with their structural environments?

4.1 RISC

An overview of what RISC is, according to its public documents and the research participants, is provided in this first section. It should be noted that some research participants are also authors of the public documents about RISC. The researcher assumes that it is essential to characterise further RISC as an NGO and as a DEC so as to take into account in the analysis the organisational environment for action. For it can be suggested that an inclusive organisational context favours delivering inclusive education and supporting inclusive citizenship practices.

4.1.1 According to its public documents

RISC's public documents allow characterising RISC as an organisation and in terms of its areas of work.

a- A Development Education Centre (DEC)

RISC is a Development Education Centre (DEC) based in Reading (Berkshire, England, UK). As discussed in Chapter two, DECs have emerged from the development education movement since the 1970s. DECs vary greatly in terms of size and remit of activities (see Appendix 2.1 for the current list of DECs). At the minimum, DECs are educational resource centres providing advice and training to schools, teachers and community organisations and campaigning on development issues (Cameron and Fairbrass, 2004). DECs can be a key source of expertise to support civil society organisations to embed development education in their practices (McGillicuddy, 2011). In line with many other DECs, RISC provides resources, support, and training for teachers (ITE and CPD), schools and civil society organisations, and is involved in development education campaigning.

In *Risc. of books, stones, friends and visions*, RISC (2006, p. 55) defines development education as a process which aims to:

- enable people to understand links between their own lives and those of people throughout the world.
- Increase awareness of the economic, social, political and environmental forces which shape all our lives, create poverty, inequality and oppression.
- Develop the skill, attitudes and values which enable people to bring about change and take control of their own lives, and to work towards a more just world, where power and resources are equally shared.

From this characterisation of development education, it is evident that, for RISC, development education involves making relations between our own situation and the situation of people across the world, being aware of the structural making of inequalities, and developing and practising our individual power of agency. Focus is put on our situated agency as human beings. To achieve these aims, RISC first used a double-decker bus with the slogan 'Think Globally – Act Locally' as a space to promote and deliver development education in schools and with community groups from its base in Burnham (RISC, 2006). The WEB bus project ran from 1983 to 1987. (Further information about the bus is provided in discussion with the research participants, later in this chapter).

b- A charity

RISC is a UK registered educational charity (No 293799) under the name World Education Berkshire (WEB), set up by Anne Yarwood in 1981 (RISC, 2006). After WEB sold the double-decker bus and rented a place in Reading in 1987, its public name changed to RISC. In the UK, NGOs are generally registered as charities.

Charities generally focus on just one charitable purpose. In the Charities Act (2011), a charitable purpose is defined as one that is for the public benefit. Descriptions of possible purposes are:
- the prevention or relief of poverty;
- the advancement of education;
- the advancement of religion;
- the advancement of health or the saving of lives;
- the advancement of citizenship or community development;
- the advancement of the arts, culture, heritage or science;
- the advancement of amateur sport;
- the advancement of human rights, conflict resolution or reconciliation or the promotion of religious or racial harmony or equality and diversity;
- the advancement of environmental protection or improvement;
- the relief of those in need because of youth, age, ill-health, disability, financial hardship or other disadvantage;
- the advancement of animal welfare;

- the promotion of the efficiency of the armed forces of the Crown or of the efficiency of the police, fire and rescue services or ambulance services.
(Charities Act, 2011)

From this research it is evident that RISC embraces most of these charitable purposes, which is a peculiar characteristic for a charity. However, rather than promoting the advancement of religion, RISC promotes religious understanding. Additionally, RISC is not directly working for the advancement of animal welfare even though its work is concerned with caring for the environment, which includes animals. Nor is RISC concerned with the efficiency of the armed forces or the police, fire and rescue services or ambulance services.

Volunteering is a form of citizens' participation promoted by the Nation-State; charities are generally providing volunteering opportunities. RISC follows the guidance of the National Council for Voluntary Organisations (NCVO), and is committed to raising the standards of volunteer management (www.ncvo.org.uk 2016). What is less common for a charity is that RISC is also registered as a Company Limited by guarantee (No 1987368) (RISC, 2006).

As a charity, RISC has a board of trustees:

Name	Interests, profession and expertise
Angharad Hutton	Career in International Development. Worked with Oxfam on humanitarian responses to food security crises.
Colin Date	Southern Africa, especially Botswana, Career in teaching.
Dan Archer	Teaching career and retired as a local authority education adviser. Promoted the UNICEF Rights Respecting Schools agenda in local schools. Member of the 'Margins to the Mainstream' steering group.
Adrian Pearson	Professional accountant. Head of Finance at a homelessness and supported housing charity.
Yarim Shamsan	Work with the UN in the Middle East and Europe on the UN MDGs especially 'Education for All' Statistician/RSS fellow
Michael Beakhouse	Local Authority commissioner. Experience of and interest in working with charities.
Ame Codling	Teaching Fellow at the University of Reading, School of Law. Reading Fairtrade Steering Group

Table 4.3 Interests, profession and expertise of RISC trustees
Source: RISC website (www.risc.org.uk 2015)

This table illustrates the breath of expertise and experience that the trustees have to offer. It also illustrates that this expertise has been developed locally and internationally.

c- An organisation that located itself in Reading

RISC located itself in Reading in 1987 by getting its own place, a small rented property at 103 London Street. As the county town of Berkshire, Reading is an important base. It is easily accessible by train from London. The 2011 census estimates the population of Reading at over 155,700 inhabitants. It also has a wide demographic and is reported to have 150 different spoken languages (Blake, 2010). Interestingly, it was as early as the 1650s, that George Fox developed the Society of Friends (Quakers) in Reading, thus establishing it as 'a strong centre for all kinds of nonconformity' (RISC, 2006, p. 20). It could be argued that even then, support for the disadvantaged was championed, as in particular, Fox reacted against the then common idea that 'women have no souls, no more than a goose' (RISC, 2006, p 20).

RISC opened with a meeting room, a fair trade shop, and development education offices for four workers (RISC, 2006). As already stated, the public name of WEB changed to RISC. But, at that time RISC stood for Reading International *Support* Centre. The term 'support' was chosen over the term 'solidarity' because solidarity was seen as a term that was too politically loaded (Richards, 2009).

In 1994, in need of larger premises, RISC became interested in buying the old London Street Bookshop 35-39 London Street (Photograph 4.1) and planned to re-design and use the building of 15,000 square as 'a large fair trade shop, a world café, flexible meeting-room facilities, and office space for like-minded organisations' (RISC, 2006, p. 49). In the view of the authors of *Risc. of books, stones, friends and visions* (RISC, 2006), the history of this building resonates with RISC endeavours, as between 1692 and 1715, a group of the Society of Friends (Quakers) met in this building. George Lovejoy, celebrated for his Circulating Library of 70,000-80,000 volumes, moved into 39 London Street in 1838 (RISC, 2006). While serving as a Borough auditor, he refused to sign the Accounts three times and campaigned for better public accountability, better financial transparency, and full disclosure of how the money came in and out (RISC, 2006).

Photograph 4.1 The front building of RISC 35, 37 and 39 London Street, Reading Source: RISC

London Street is situated within the city centre of a dynamic urban space. It is a short bus ride from university campuses.
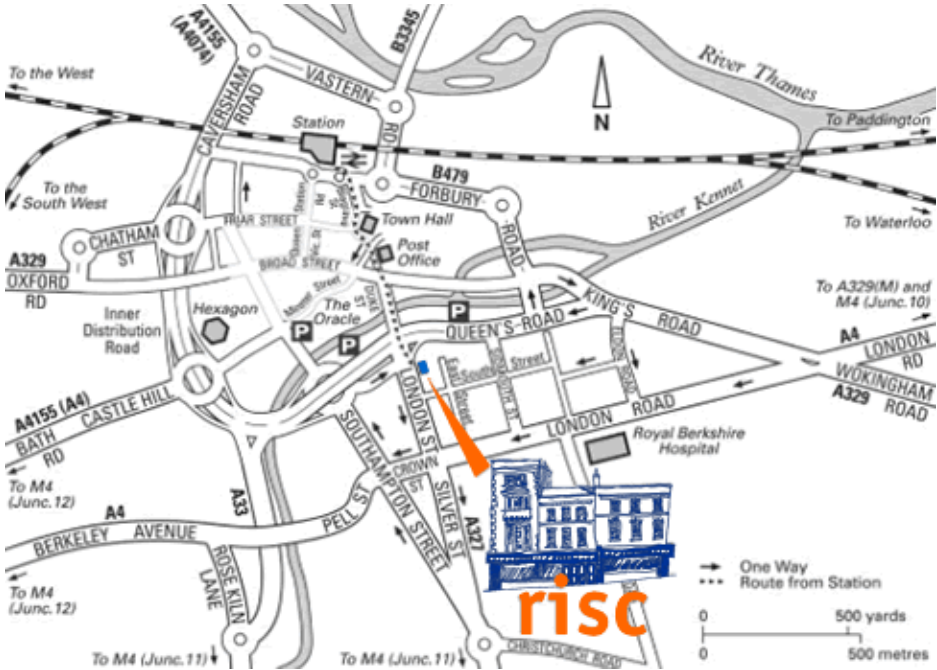
Photograph 4.2 Location of RISC in Reading Source: RISC website www.risc.org.uk (2017)

Although it is not possible to see this in Photograph 4.1 above, on the top of the building there is the roof forest garden.

Photograph 4.3 The RISC roof forest garden   Source: RISC

The roof forest garden of 200 m² includes 180 species of perennial plants in a 30 cm deep soil base. This roof forest garden can be seen as an alternative space and environment for learning developed by RISC.

d- A Voluntary and Community Sector infrastructure support organisation

RISC is also a Voluntary and Community Sector infrastructure support organisation. As such, it is similar to other organisations in Reading that are likewise labelled, and with whom they work in partnership. Six of the main Voluntary and Community Sector infrastructure support and representation organisations in Reading are:

- Reading Council for Racial Equality (RCRE),
- The African Caribbean Community Group (ACCG)
- SAKOMA
- Reading Faith Forum (RFF)
- Reading International Solidarity Centre (RISC)
- Reading Voluntary Action (RVA) (Source: www.risc.org.uk/bfs/ 2015)

A presentation of these organisations, as Voluntary and Community Sector infrastructure support organisations, can be found in Appendix 4.1. The African Caribbean Community Group, SAKOMA, and Reading Faith Forum provide support to targeted voluntary sector organisations whereas RISC and Reading Voluntary Action provide support to a greater variety of voluntary sector organisations. It can thus be argued that RISC, as an organisation, is inclusive in that it potentially supports all local voluntary sector organisations.

e- A collective

Another very distinctive feature of RISC is its twelve collective members or core group, which is positioned at the heart of the RISC structure.
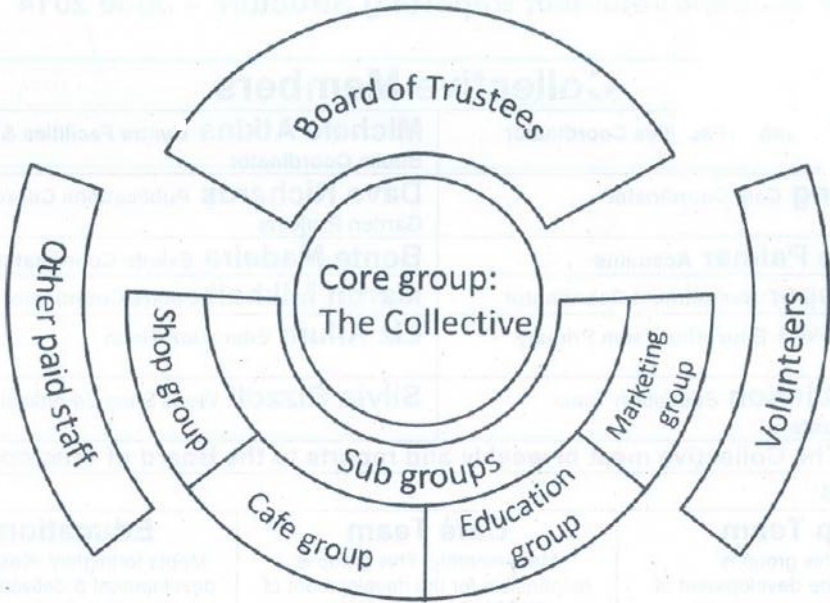
Figure 4.1 The RISC organisational structure   Source: RISC

It is interesting to note that the RISC organisational structure is represented by RISC as circular, rather than hierarchical as is more commonly the case, which is in line with its overarching promotion of collaboration rather than competition (as analysed in Chapter five).

The table below identifies the key responsibilities of the twelve collective members.

Name	Function	Working for RISC since
Liz Allum	Education Co-ordinator	2004
Michele Atkins	Centre Facilities Co-ordinator, Loans Service	[not mentioned on website]
Will Gooding	Global Café Co-ordinator	[not mentioned on website]
Fiona Grant	Community Facilities Co-ordinator	1992
Leslee Hopper	Recruitment and Training Co-ordinator	1996
Barbara Lowe	Education Co-ordinator	1984
Bente Madeira	Events Co-ordinator	1984
Martin Mikhail	Centre Co-ordinator	1984
Annemieke Palmer	Accounts Co-ordinator	[not mentioned on website]
Dave Richards	Publications/Roof Garden Co-ordinator	1989
Silvia Rizzoli	World Shop Co-ordinator	[not mentioned on website]
Louise Robinson	Education Co-ordinator	2001

Table 4.4 Areas of responsibility of RISC's collective members and lengths of service Source: RISC website www.risc.org.uk (2015)

The length of service of RISC collective members presented is impressive in that it ranges from around 13 to 30 years – giving some insight into the dedication of the team.

f- A group of employees

All collective members are employees as are the following:

Name	Function
Sharon Fitton	Food4Families Coordinator
Emmanuella Marchiori	Morning caretaker
Wilberforce Alliston	Evening caretaker
Doreen Osbourne	Maintains the RISC 'World in Their Hands' loan service for the education team
Basaanti Lama	World shop assistant coordinator

Table 4.5 Other RISC staff   Source: RISC website www.risc.org.uk (2015)

It comes out from Table 4.5 and 4.6 that RISC employs more senior managers than staff, which is peculiar for an organisation. According to the research, RISC operates like that for a

variety of reasons such as: limited funds, a high reliance on volunteers who need training and supervision, and the level and form of expertise required to design and deliver formal and informal interventions in GCE.

g- A multi-functional building and the provision of a variety of activities

The RISC building is multifunctional and endeavours to serve the everyday needs of the local community by providing a café/restaurant with a wide range of art and music public events, a bookshop alongside food and craft fair-traded items and various bookable meeting spaces. It comes out from the documentary analysis that RISC is a set of public spaces rather than only a resource centre. For this reason, it is more public than most other DECs. RISC is also very public in that it works with many publics (the general public and educators included). The functions that the RISC building serves, through its inside and its outside, are reflected in the wide ambit of the RISC work:
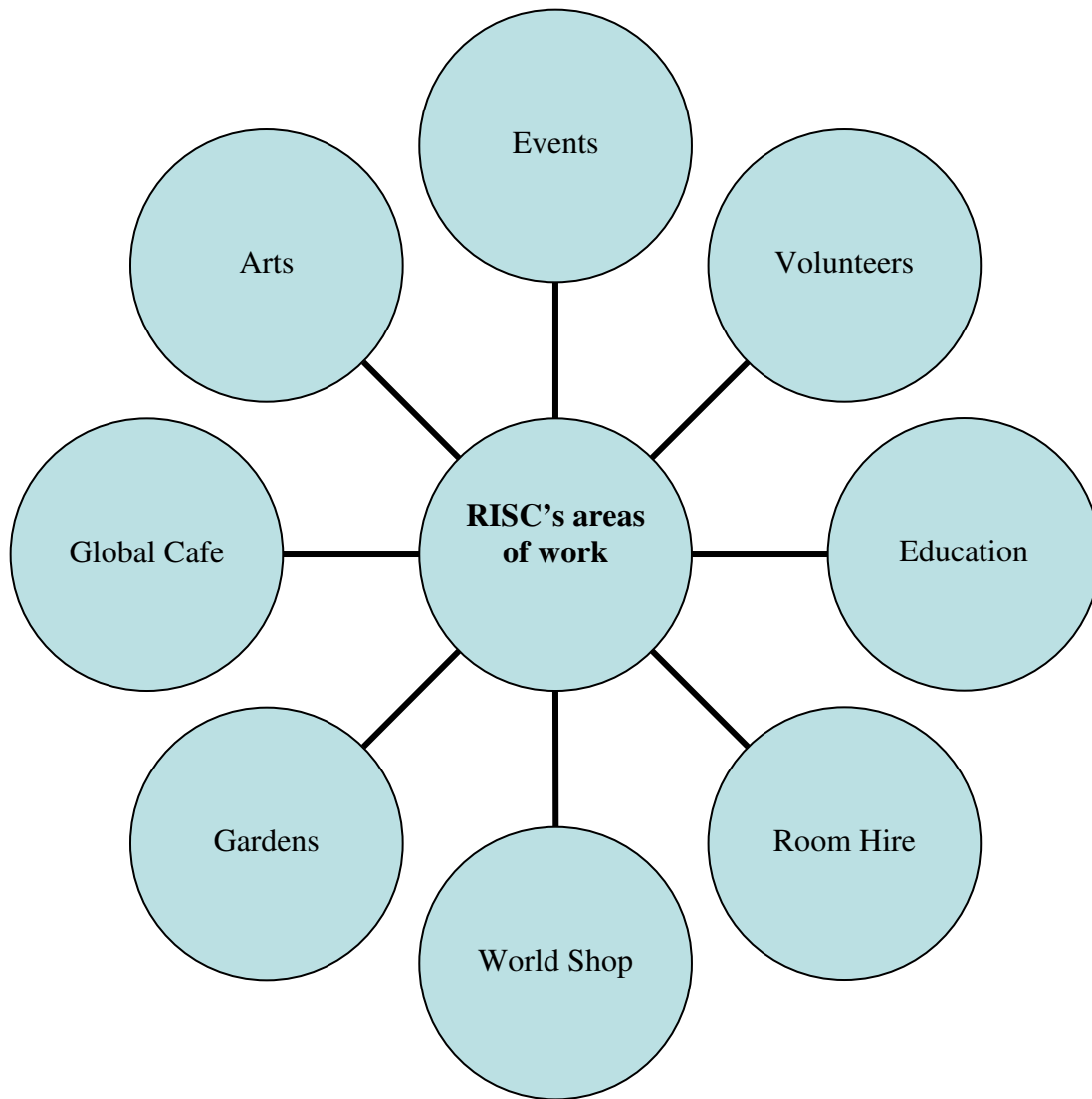
Figure 4.2 RISC's areas of work   Source: Adapted from RISC website (2015)

- **Arts**

  Promoting Global Citizenship through arts and activism (RISC website
  www.risc.org.uk 2015).

- **Events**

  Various events take place in RISC on a wide range of subjects and formats, all
  with the aim to raise awareness and understanding of development education
  issues (RISC website, www.risc.org.uk 2015).

Events are advertised through the RISC website and through RISC's online presence.

Photograph 4.4 RISC front web page Source: RISC website www.risc.org.uk (2015)

Despite the relatively impoverished work spaces, that at first glance and in contrast with more corporate work spaces need an 'upgrade', much valued time and money are invested in

RISC's online public identity. This online presence is used in particular to promote the events it organises, make the educational resources it designs easily accessible to other educators, and mainstream DE and GCE.

- **Volunteers**

  RISC provides many work opportunities to volunteers coming from a wide background. Volunteers are at the foundation of RISC, without their work we simply could not function as we do … In total, since RISC moved to its current location, over 1 600 people have been volunteers at RISC (RISC website www.risc.org.uk 2015).

The importance of voluntary work for RISC cannot be over-estimated. RISC could not be what it is without the support of volunteers. It could be suggested that, as well as being a financial strategy, this reliance on volunteers is an educational strategy that involves volunteers being influenced by its beliefs and policies, through volunteering and being trained by RISC collective members. In doing so RISC exemplifies that one characteristic of DECs is to be a training ground for activists (see Table 2.2).

In 2015, RISC recruited volunteers in the following roles and areas of work, as presented in a leaflet entitled 'Volunteering opportunities 2015':

  - Social media and graphic design
  - Volunteer Recruitment Assistant
  - Grounds Maintenance
  - General Maintenance
  - World Shop retail assistants
  - Office / Reception
  - Global café
  - Ebayer
  - F4F – Committee Support Roles
  - F4F – Reading Food Growing Network Events Volunteer
  - F4F – Community Garden Volunteers & School Garden Volunteers

Ebay is an online auction site to sale unwanted items, so that they can be re-used. F4F refers to the *Food for Family* RISC project presented in Appendix 4.2.

- **Education**

  RISC has an education team who work with teachers and schools to promote Global Citizenship in the curriculum. Their work ranges from training courses to RISC's own publications and more (RISC website www.risc.org.uk 2015).

The RISC Education Team promotes global citizenship through interventions within the formal education of schools and ITE institutions through a variety of means, and advertised as follows:

- Tailor made training at your school or at RISC and the Global Teachers Award
- Global Citizenship Advocates training courses for teachers and educators
- Training for ITE institutions across the region
- Global Schools, RISC's Global Citizenship partnership with local schools
- Innovative work, funded by the EU, with schools and Universities measuring attitudinal change
- World in their Hands artefacts and teaching materials available on loan
- Roof garden education for sustainability and global connections
- A book shop with over 9,000 books and teaching materials
- RISC's own teaching resources and publications
- E-news bulletins on global issues and new resources
- Advice on embedding a global dimension across the curriculum
- Exhibitions for teachers' centres and schools
- Resource displays for conferences and events

(RISC website www.risc.org.uk 2015)

Photograph 4.5 RISC flyer advertising its global citizenship formal education training
Source: RISC

This flyer illustrates how wide ranging and inter-connected the training provided by RISC is. This extensiveness is similarly reflected in the educational resources, developed by RISC experts in collaboration with schools and teachers and presented in Appendix 4.3. The list of RISC publications illustrates RISC's ability to produce GCE resources for various stages (from Early Years to Key Stage 5), for cross-curricular and whole school projects, for assemblies and school partnerships, and for evaluation purposes.

Added to its offers of training and provision of publications, RISC provides a variety of resources for loan to teachers and other educators. These include books, photographs, and artefacts.

Photograph 4.6 RISC educational resource room   Source: RISC

- **Room Hire**

    RISC houses several function rooms including a large conference hall, available for the public to hire (RISC website www.risc.org.uk 2015).

Photograph 4.7 One of RISC meeting rooms   Source: RISC

The RISC office spaces, within which the employees, particularly the collective work, are cramped and run-down. Yet money has been invested in the meeting rooms. Coffee, tea and biscuits are always provided for visitors. The welcoming and friendly atmosphere comes out.

- **World Shop**

RISC is home to one of the UK's largest Fair Trade shops. A member of BAFTS (British Association of Fair Trade Shops), it raises awareness of fair trade through the products it sells as well as encouraging the use of eco friendly household products. A large section of the shop is devoted to a resource centre selling teaching packs on global citizenship, and non-fiction on various global issues, as well as fiction from majority world authors, and a large selection of children's books further promoting global citizenship at an early age (RISC website www.risc.org.uk 2015).

Photograph 4.8 RISC World Shop   Source: RISC

Photograph 4.9 RISC World Shop flyer   Source: RISC

Examples of fair trade products present in the RISC World Shop are shown in this flyer, which provides a representation of the principles on ethics in international trade which is one of the cornerstones of RISC's policy.

The list of organisations, which like RISC are members of the British Association for Fair Trade Shops and Suppliers (BAFTS), is accessible on the BAFTS website (www.bafts.org.uk).

Photograph 4.10 Flyer promoting the BAFTS   Source: BAFTS (flyer collected at
RISC)

With the support of volunteers, the World Shop is opened every day:

- Monday: 09:30-17-30
- Tuesday to Friday: 09:30-18h00
- Saturday: 10:00-18:00
- Sunday: 11:00-17:30

Source: RISC website www.risc.org.uk (2017)

- **Gardens**

RISC also works on various other projects with a focus on sustainable development and food security. This work begins on our edible roof garden and continues with projects that work with local community groups and schools (RISC website www.risc.org.uk 2015).

The roof garden uses the principles of permaculture (RISC, 2006), that is permanent and sustainable agriculture. RISC is an active member of the Schools Global Gardens Network.

Photograph 4.11 Flyer promoting the Schools Global Gardens Network   Source: RISC

This flyer shows children from around the world engaged in the same activities, food growing and harvesting.

- **Global Cafe**

The Global Cafe is a fully licensed venue providing daytime and evening drinks to Reading using fairly traded and local products where possible. Live music and events often take place in the cafe. The cafe is also home to Tutu's Ethiopian Table who provides food in the cafe from lunchtime through to the evening. (RISC website www.risc.org.uk 2015)

Photograph 4.12 RISC Global Cafe   Source: RISC

With the support of volunteers, the Global Cafe is open six days a week:
- Monday: Closed
- Tuesday to Wednesday: 11:00-23:00
- Thursday: 11:30-23:00
- Friday-Saturday: 11:00-01:00
- Sunday: 16:30-22:30
Source: RISC website www.risc.org.uk (2017)

At the Global Cafe walls are used for information and education purposes (e.g. exhibition of global-related artworks, posters advertising events). This exemplifies RISC's very active making and use of physical environments for education. The menu offers Ethiopian food.

Photograph 4.13 Flyer of Tutus Ethiopian Table   Source: RISC

Summary

According to its public documents and in contrast with other DECs, RISC is involved in very varied fields of activities such as the publication of educational resources, teacher training, retailing, the organisation of events and exhibitions, gardening. Through its multi-functional building and the variety of its activities, RISC is promoting an alternative lifestyle and social engagement that is not provided by other more commercial organisations. Despite a lack of funding and not being 'slick and polished' RISC's public spaces are particularly inviting and welcoming to all. In the next section, RISC is presented according to the research participants.

4.1.2 According to the research participants

Because the research participants are all experts who have contributed to RISC's development, they are well placed to characterise RISC. It is therefore important for their stories and views to be made and reflected upon. To provide grounds to contextualise the participants' characterisation of RISC, their institutional and professional positions in relation to RISC is first presented:

Name	Institutional positions relating to RISC
Barbara	- Member of RISC Collective until 2017 - Education Co-ordinator until 2017 - Director of CoDEC (Consortium of Development Education Centres) from 2015
Martin	- Member of RISC Collective - Centre Co-ordinator
Dave	- Member of RISC Collective - RISC Publications/Roof Garden Co-ordinator
Pete	- Development Education Grant Manager for Oxfam - UK representative in the European Development Education forum - Involved in DEAR (Development Education & Awareness Raising) study on behalf of the European Commission to look at DE policies throughout Europe and to develop recommendations.
David	- Councillor in Reading Council (from 1988), Leader of Reading Council (1995-2008) - Trustee of the Earley Charity - Convenor of the Reading Fair Trade Town Group
Dan	- Adviser for History in Berkshire and then in Bracknell Forest. - Work for UNICEF Right Respecting School programme, programme for which RISC delivered training. - Involved in RISC's *Margin to the Mainstream* project. - RISC trustee
Rob	- Working for Sheffield DEC (DECSY Development Education Centre South Yorkshire) - Representing the Yorkshire and Humber Global Schools Association. - Involved in the Global Learning Programme
Sarah	- Head teacher of Redlands Primary School in Reading - Redlands Primary School was involved in RISC's *Global Schools* project and is an expert centre for the national Global Learning Programme.
Mary	- Has worked for Oxfam and contributed to Oxfam Curriculum for Global Citizenship (1997) - Has coordinated a DFID funded project for CPD and ITT across London and the South East and contributed to RISC's *Art and Global Citizenship* project - Senior Lecturer Citizenship and Art, Institute of Education, University of Chichester
Gill	- Lecturer. Head of Art department and BA (Ed) Art Course Leader, Institute of Education, University of Reading - Involved in RISC's *Art and Global Citizenship* project
Alessio	- Coordinated the Italian network of the development education NGOs. - Conducted study on development education in the different European countries - Involved in RISC's *Focus for Change* project and *What's behind the music?* projects.
Helen	- Associate Professor of Education and Senior Tutor, Institute of Education, University of Reading
Caroline	- Peer Assisted Learning Co-ordinator, Leading Initial Teacher Training, Secondary English ITT Course Leader, Professional Studies tutor, Institute of Education, University of Reading

Table 4.6 Research participants' institutional and professional positions relating to RISC

The researcher has taken extracts from the interviews with the research participants and organised them under broad headings. RISC's development is discussed through the perspectives of the research participants and from its formative years in the 1980s.

a- RISC's early development as a project: the WEB bus project

As already established, WEB was the forerunner of RISC. WEB started as a project, the bus project. Martin was at the time employed by WEB as a supervisor and Barbara as a part-time worker:

> We had a double-decker bus and we went to schools, and community events and public events, and ran workshops to raise people awareness of global citizenship issues (Martin – member of the collective).

From the start RISC have situated their GCE interventions in more formal education contexts and in more informal education contexts.

This project was funded mainly by the European Commission (EC), with UK match funding from the Manpower Services Commission (MSC). The MSC scheme aims to give work opportunities to unemployed people:

> I first became involved in 1983 when I started working for this organisation. And at that time for the first three years I worked as a project supervisor on an EU funded project that also worked with a lot of unemployed people in this country … under a community programme which was a government scheme to get people out of the unemployment figures crudely speaking so instead of getting benefits they got an amount of money to be working on a programme so they came out of the figures at a time when there was a very high rate of unemployment in the UK (Martin – member of the collective).

The bus project evidences that WEB's development was based on managing, through creative funding strategies, to implement programmes combining development education and the acquisition of transferable work skills. A strategy that continues to be evident to this day. WEB's development was also based on the variety of perspectives being voiced and challenged. Barbara recalled how diverse the early WEB members were:

> Because there were such large numbers of us working in the organisation and there were lots of different experiences pulled together: Christian Aid & Oxfam volunteers, VSO people, there were anti-racism activists. I mean it was a time of a lot of activism in the 1980s. And because everyone by definition had been unemployed so there was also that that was going on as well. It was a sort of real melting pot and there were lots of heated discussions and debates, things around

ranking of oppressions, discussion about those kinds of things which was all fascinating and highly educational (Barbara – member of the collective).

WEB were critical in particular of the negative imagery conveyed in aid fundraising campaigns, as highlighted by Martin:

> Back in the very early days when I began we were very critical of Band Aid and what they were doing with a lot of pop stars propagating myths, misunderstandings, stereotypes and everything else. (Martin – member of the collective)

The use by WEB of a colourful bus to promote the awareness of global issues can be seen as about proposing a visual alternative to the negative imagery used in mass media and in mass charity campaigns. Pete, who was at the time working for Oxfam (one of WEB's funders), described the learning atmosphere that characterised the bus project:

> RISC had a big team of MSC workers, and having bought a double-decker bus to convert into a mobile development education classroom and centre, they decided on a great idea when Live Aid/Band Aid was building up huge interest in the UK inviting everybody around the country to get involved and contribute to famine relief and poverty eradication. They would drive their bus into town to coincide with the launch of Live Aid and the bus driver was a MSC worker. A whole bunch of us went on the bus including me (Oxfam was co-funding RISC's DE programme) and as we were driving down the M4 towards London I was chatting to the bus driver and commented, 'you're pretty good at this; how long have you been driving buses?' She said 'Oh I haven't, this is the first time I've driven the big bus, I really wanted to do it'. Anyhow we managed to make our way safely into the heart of London and park the bus close to the Live Aid base (Pete)

From the start, RISC positioned themselves on the critical side of the aid and development debate (see Table A- in the introduction) and through a visual presence. Despite not being sustainable in the long-term, the bus project contributed to building relationship with schools and to RISC's further development, as pointed out by Martin:

> Using a double-decker bus is not a particularly useful tool for education because it's quite small … but the bus was a key that opened many doors surprisingly. And so if you contacted a school and said: 'we would like to bring our World Development Education bus to your school and put it in the playground', symbolically that was a good key that got us into schools (Martin – member of the collective).

After the European and the MSC funding for the bus project stopped, the change in staffing at WEB was important. This in turn had an effect on the amount of work that could be tackled and who might be responsible for it. As Barbara recalled:

When most of the funding was lost and there were only four of us working in the organisation after the first three years, I was the only teacher left so I was the only person doing schools' work and that was the case for probably about ten years (Barbara – member of the collective).

Following these changes in funding and in staffing, WEB started resembling the organisation that emerged from the analysis of RISC's public documents (as presented at the beginning of the chapter): WEB located itself in Reading, started being run by a collective, and became known as RISC. This exemplifies RISC's ability to adapt to different circumstances. Before characterising RISC as it is now, national education development (funding) politics prevailing at the time of its early development are discussed. This politics needs to be considered because the dynamics of RISC's early development as the bus project and of its further development as an organisation located in Reading cannot fully be grasped without being contextualised in this political context.

b- RISC, the education development movement and associated (funding) politics

The research participants who contributed to RISC's early development as a project situated RISC's development within the context of the education development movement and associated (funding) politics. As a DEC, RISC started as a grassroots organisation working in close relationship with other DECs to raise the awareness of global issues in the UK, and with the (financial) support of international NGOs like Oxfam (as discussed in Chapter two). It is in this context that it was possible for Pete (working for Oxfam) to be amongst the people who set up Leeds DEC:

Leeds DEC was originally Oxfam's Northern Education office in England. The DEC was set up in the late seventies by me and Dave Dunn (Pete).

This illustrates the close relationships existing at the time between international NGOs and DECs (as discussed in Chapter two).

Pete evoked the hostile political climate in which DECs developed as follows:

You know already that throughout the 1980s the conservative government considered Development Education work to be subversive. Quite often the strengthening DE analysis and philosophy across the UK condemned the political priorities and policies of right wing, conservative governments including those that Reagan was upholding, e.g. in Central America, and also some that Thatcher's government was supporting, e.g. apartheid in South Africa. Oxfam, for example, was condemned by the Charity commission for its anti-apartheid support work (Pete).

In addition, Pete went on to explain how the opposition of the Thatcher's government to development education created other funding opportunities for DECs:

> When Margaret Thatcher's government came to power in 1979 after the general election, within six weeks they announced the closure of the embryonic Labour government funding scheme for Development Education. The result of that was that the head of education of Oxfam … got together with his counterparts in Christian Aid, War on Want, Save the Children and CAFOD … These five NGOs persuaded other agencies to support their education programmes because the two years of grant funding had allowed all sorts of interesting projects and groups to emerge and flourish in the field of Development Education. Collectively the NGOs could continue to support that growth by establishing a jointly managed budget offering grants to embryonic DECs and other education and youth projects focused on study, analysis, empowerment and engagement with factors related to root causes of global poverty and deprivation (Pete)

Pete sketched further how this alternative source of funds for DE influenced the development of RISC and other DECs:

> ... there was much more freedom of action – particularly with provision of grants for an organisation's core costs and related project developments. Organisations could actually look at the interesting priorities of the NGOs and see which range of issues and activities matched best the kind of work that they were planning to do (Pete).

This alternative fund disappeared after the Labour government came in power in 1997 and provided funding for development education (through the DFID, as discussed in Chapter one). The DE/GCE current funding context is discussed later in the chapter as a major challenge faced by DECs identified by the participants.

c- RISC's development into a multi-functional organisation

The analysis of RISC's public documents characterised RISC as being involved in a variety of activities and as having developed a multi-functional building. It also comes out from the analysis of the primary data that RISC can be seen as a multi-functional organisation. All of the participants (some of whom are employees) reflected upon the wide range of the work that RISC engages with. They clearly saw this as an important factor to characterise RISC. Significant areas of work highlighted respectively by Martin and Barbara, who both have been employed by RISC since 1984, are social enterprising and the promotion of activism:

> We are a development education organisation so our main objective is to raise the profile of global citizenship issues within our own community and we do that through a whole variety of different ways whether that is formal sector education, public events. [Yet] we are also a social enterprise as well as being a Development Education Centre (Martin – member of the collective).

> I think RISC exists to promote activism on a very wide range of issues. I think sustainability and social justice probably cover most of the bases. That would include things around human rights, diversity, equalities, migration. We've always had a lot of work on race and ethnicity and on gender, more recently on religious intolerance as well and on ways of approaching Millennium Development goals types of issues. (Barbara – member of the collective)

In resonance with the wide ranging aims that emerged from the documentary analysis presented at the beginning of this section, RISC re-present a wide range of issues as they emerge, rather than working solely on pre-defined specific issues.

Likewise, David, who has supported RISC since they settled in Reading in 1987 (in particular as a member of various internationalist groups in Reading, as a Leader of Reading Council, as a trustee of the Earley charity), underlines that RISC is an educational, campaigning and activist organisation, and also that it fulfils a 'hub' function:

> [RISC] does much more than its official definition so its official definition is as a global education base and information centre that works with educational organisations to support them. But in fact what it really is, is a hub in Reading for all types of international and internationalist activities. It's a shop, it's a café, it's a meeting place, it's an umbrella, it's a liaison point between all sorts of different organisations and it's a source of expertise which it shares with other members of the voluntary sector (David).

In addition, David's reflection on the reasons why the Earley charity decided to fund RISC in the first place, characterises further RISC's role towards other organisations as an 'umbrella' function:

> In the 1990s the Earley Charity decided that it wanted to fund some of the key voluntary sector organisations in Reading, in particular that it wanted to put money into organisations which had an umbrella function. In other words, they not only did their own work but they also provided help, assistance and accommodation to other voluntary sector groups. So that they had a wider remit. One example is Reading Voluntary Action, which the Earley Charity has been funding in that way. Another example, from the start, has been RISC; we also fund Berkshire Women's Aid and the Crescent Community Centre in Lower Earley. But the reason we fund RISC is not solely because of its internationalist and global activities but also because it has this role where it supports other organisations within the voluntary sector (David).

As highlighted in the documentary analysis above, Reading Voluntary Action and RISC are alike as Voluntary and Community Sector infrastructure support and representation organisations. Meeting such an umbrella function implies working with a support and collaboration attitude with other organisations, rather than seeing other organisations as

competitors solely (competition for funding in particular). However, Reading Voluntary Action and RISC are not alike because this role is the sole role that the former fulfils whereas the latter fulfils other roles as a GCE provider and as an activist organisation. In short, RISC do, supports others to do, and work for social change.

d- RISC as an influential organisation

The characterisation of RISC from the perspectives of the participants would not be complete without highlighting the influential power that was attributed to this organisation by research participants not employed by RISC. For example, Gill referred to the influence of RISC, in terms of their very good outreach; Dan in terms of the resources for teachers designed by RISC and of the development of RISC's work by other teachers and educators locally, nationally and internationally; and Rob in terms of the influence of their practices on other DEC's practices:

> I became very interested in their move when they moved to the current accommodation, we were interested in doing something similar so we liked their idea of the world cafe and being in a much more accessible location, which is something that we've also done but in a different kind of way. We've also moved close to the city centre in Sheffield (Rob).

During the focus group, Mandy employed by Brighton Peace and Environment Centre shared that RISC, being a model of good practice, had contributed to increasing the quality of the work of other DECs.

RISC's impact appears to be multi-directional, examples of this multi-directionality are: local, national and international interventions; with children, volunteers, activists, educators, state representatives, and the general public; physical location and online presence; art, education, shopping, and gardening in one place.

4.2 What is Global Citizenship Education, as delivered by RISC?

An empirical characterisation of RISC, in terms of the form of GCE it delivers, is provided with the aim of getting further understanding of how GCE relates to (global) citizenship from the viewpoint of a NGO that emerged from the development education movement. This characterisation is built on a triangulation between the sources of data collection. This triangulation is used to characterise GCE, as delivered by RISC, in general and in specific terms.

4.2.1 GCE as aspirations

RISC's aspirations, as characterised by the participants and analysed by the researcher, provide an overview of what GCE is about for RISC. Four inter-related categories of aspirations emerged from the analysis as represented by the following figure:

Widening access

Being in
solidarity with

Social change

Questioning and
consciousness
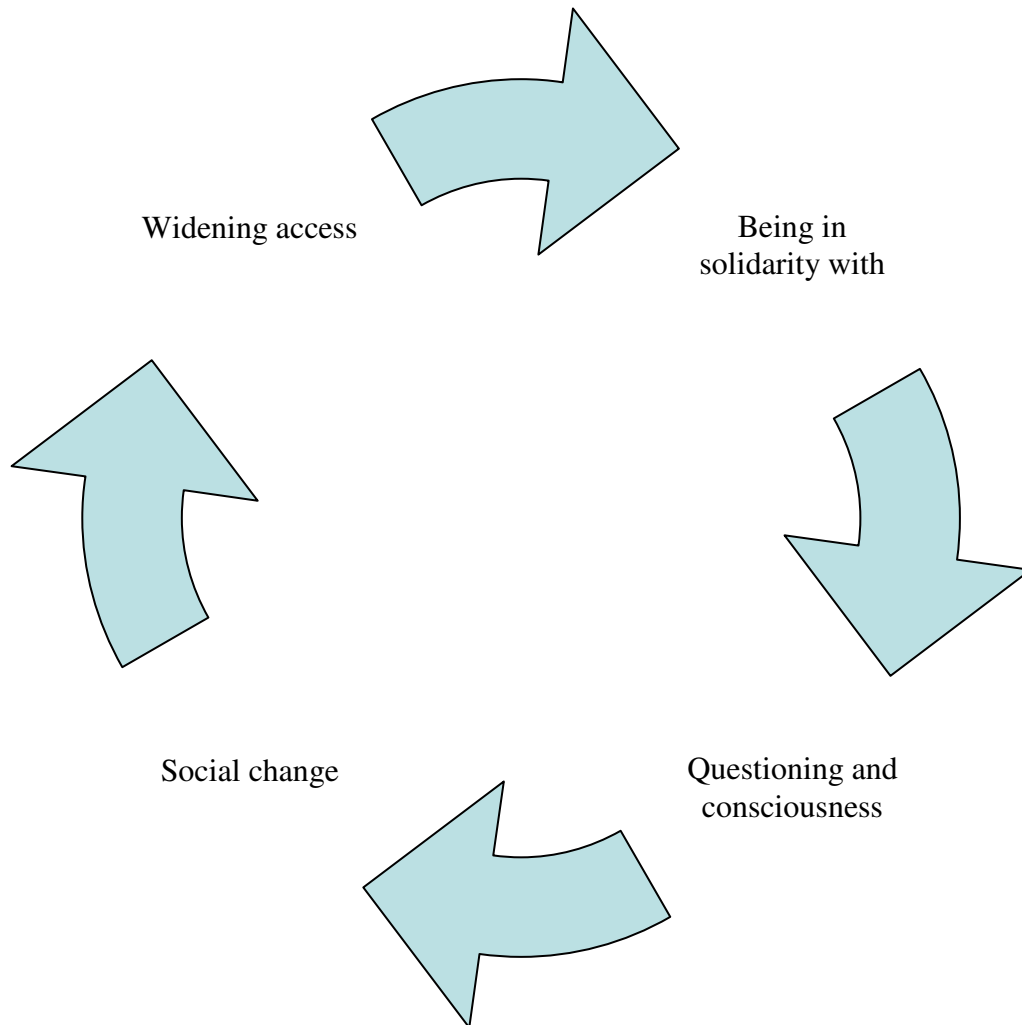
Figure 4.3: Categories of aspirations associated with GCE as delivered by RISC

These four axes of aspirations suggest that GCE and (global) citizenship are chiefly conceived as practices. These axes of aspirations have the following empirical content:

Widening access
- To be a one stop shop for education for global citizenship
- To provide a voice
- To reach out

- To feel comfortable

Being in solidarity with
- To acknowledge the Majority World in relations to its diversity and to the West
- Be in solidarity with other people around the world
- Be in solidarity with other DECs

Questioning and consciousness
- To accept difference
- To challenge
- To legitimate questioning and enquiry
- To promote values such as social justice, tolerance, respect, sustainability, equality, fairness, freedom, trading justice
- To raise awareness and consciousness regarding being global citizens and citizens, the world, international inequalities and regarding the associated importance of development education

Social change
- To make a difference, a fairer society
- To promote individual actions and change
- To change the world
- To do more of the same
- To implement alternative and critical economic relations and ways of living

A quotation from Elvira Alvarado, a Honduran woman working with peasant communities appropriated by the authors of *Risc. of books, stones, friends and visions* (2006, p.55) illustrates that, for RISC, GCE and citizenship are about our own agency rather than the agency of other people:

> We are not asking for food or clothing or money
> We want you with us in the struggle
> We want you to educate your people
> We want you to organise your people
> We want you to join our struggle
> Don't be afraid, gringos
> Keep your spirits high

> And remember
> We're right there with you!

This quotation is about worldwide resistance, education, activism, (collective) agency, commitment and hope. It exemplifies the cognitive and moral swap that critical GCE as delivered by RISC operates in terms of agency: it is not the gringos who can help others, it is us gringos who need help to change and join the struggle for the globalised resistance to oppression, inequality, and violence.

4.2.2 GCE as literacy

It comes out from the data that three forms of literacy are favoured through RISC's interventions: perceptive literacy, public sphere literacy and political literacy (understanding 'political' as a critique of the political as proposed in the literature on counter-education discussed in Chapter two). Perceptive literacy relates to how we see the world and our relation to the world. Public sphere literacy is about providing and favouring public spaces and public spheres for participation. Interventions in political literacy are about practising activism and participation, as a citizen, for social change.

Literacy types	RISC's aims and areas of work
Perceptive literacy	Innovative ways of bringing together the local and the global, a normalisation of the global dimension
	A celebration of the fact that there is one world and one people
	Education for all
	Training to student-teachers, teachers and the whole-school community
	A different perspective to education
	Teaching resources
	A set of materials for teachers to evaluate their work with students on global citizenship
	By engaging with stereotypes
Public sphere literacy	A global education base and information centre to work with and support educational organisations
	An accessible multifunctional centre: shop, café, garden, meeting rooms, resource room
	Website, social media context
	Particular projects, events, exhibitions
	Very practical ways of bringing awareness to very diverse audiences for actions for change
	Services to members of the community
	As part of the community
	In partnership with educators local to them
	With an umbrella function

	With volunteers
	As a vibrant hub in Reading for all types of international and internationalist activities
	By sharing its expertise with other members of the voluntary sector.
Political literacy	As a key organisation within the Development Education consortium in the UK and in the Development Education Movement
	As an advocate for people within the society who have the lowest status
	By addressing issues to do with inequality and social justice
	By moving beyond charity and towards addressing one's own behaviours
	By initiating a radical form of education
	In campaigning and in promoting activism on a very wide range of issues
	For solidarity economy
	On the edge considering the current climate
	In promoting seriously its activities to the local authorities, Reading City Council
	Fair trade opportunities to suppliers from around the world

Table 4.7 RISC and literacy

4.2.3 GCE as actions for change, and facilitating actions for change

RISC promotes global citizenship as actions for change across its interventions in GCE. In their interventions in GCE with student-teachers, RISC focus on what global citizenship is about rather than on what GCE is about. The Oxfam definition of a global citizen was used by Barbara at the beginning of the training at RISC of student-teachers observed by the researcher. Barbara also contextualised Oxfam's definition of a global citizen by highlighting that 'outraged by social injustice' in the first version of its curriculum for global citizenship published in 1997 had been replaced by 'passionately committed to social justice' in the second version (2015). She then presented the definition of global citizenship used by RISC:

Social justice   *Sustainability*

Locally & globally

Action for change
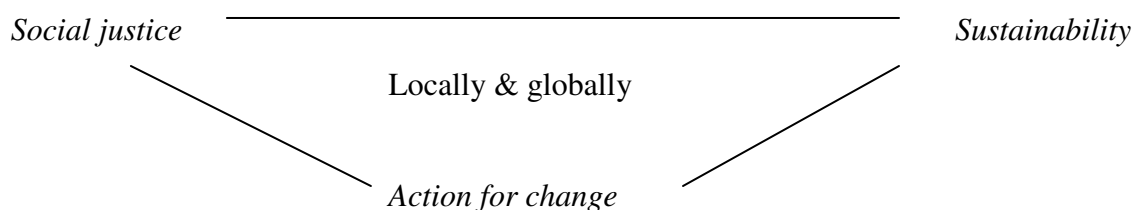
Figure 4.4: RISC's definition of global citizenship Source: RISC hand-outs of workshops with student-teachers

4.2.4 GCE as widening perspectives and questioning

Traditionally, DE has been concerned with widening perspectives on global issues. During the focus group with members of other DECs, GCE as practised by RISC and its partners, was

characterised in terms of the 'more' that DEC interventions in schools can do in relation to school education and learning in general. Sheila (working for Humanities Education Centre) highlighted that DECs tend to propose 'a more thoughtful and informed and diverse perspective of the world and to do it by design rather than by default'. Members of other DECs, Flick and Sheila highlighted that the education proposed by DECs is about 'joined-up thinking' and 'joined-up teaching'. Helen (Associate Professor of Education and Senior Tutor) characterised the widening of perspectives favoured by RISC, from her perspective as a learner:

> [RISC] have opened my eyes a lot (Helen)
> *Can you tell me a bit more? (researcher)*
> You kind of .. you're a clever person, you don't think that you are a bigot or a racist or anything else. The work that [RISC] do you kind of go 'oh I've got some stereotypes here in my belief system' and you know that you have to reflect on them and do something about them (Helen).

In the course of the focus group with representatives of other DECs, GCE was characterised as 'good education' by the participants. Flick highlighted that 'global learning, global education, global citizenship is good education'. Sheila highlighted that 'it is actually the best you can do in education'. The key speaker at the launch conference of the new edition of *How do we know it's working?* (marking the end of the EC-funded project *Quality or Quantity?*), Stephen Scoffham (who is a Reader in Development and Sustainability at Canterbury Christ Church University) proposed the same straightforward characterisation of GCE as good education in a talk entitled 'The Quest for Shared Values'. This suggests that GCE as conceived and practised by the RISC experts and their collaborators is about quality education. This resonates with Dewey's view on educational activities vs. mis-educational activities (see Chapter two).

According to Caroline (Peer Assisted Learning Co-ordinator, Leading Initial Teacher Training) at the University of Reading, for RISC, GCE is about encouraging student-teachers to engage their perception of current issues:

> [RISC] challenges beginning teachers to re-examine their prejudices, to make visible their unconscious bias, to raise questions about equity, about poverty, about the way the planet and the world work, or not. And take the trainee teachers to places both literally and metaphorically that need to be explored because young people in their classrooms need to be engaged in those questions as well. (Caroline)

Similar to Caroline, Rob conveyed the importance of questioning for GCE as practised by RISC:

> I guess from an outside perspective I can tell you one thing [regarding RISC aspiration] helping young people to question the ways things are in the world particularly the world which is so unjust and unsustainable. And they want critical global citizens to not only question the status quo but also to take informed action… trying to bring that change… (Rob)

To sum up, GCE is portrayed by RISC and their collaborators as concerned with questioning and actions for change based on re-presenting ourselves, others and the world

4.2.5 GCE as engaging identity constructs

It comes out from the data that GCE as practised by RISC involves critically engaging all forms of identity constructs. The researcher conducted an analysis of activities proposed by RISC to teachers and other educators in *how do we know it's working?* (RISC, 2008; and RISC, 2015). It comes out from the analysis that RISC engages all possible levels of identification through the activities they deliver and promote: human beings, families, homes/communities, social groups, organisations, countries, the Earth/the world. The researcher's analysis, which involved formulating the prejudice being challenged by the activities and organising activities according to the levels of identification engaged, is presented in Appendix 4.4. It should be noted that one activity can engage different stereotypes and identity levels and that this table is thus a simplified representation.

RISC (2015, p.6) promotes identity as primarily based on our commonalities as human beings:

> Central is the idea that all human beings belong to a single human race, share a common humanity and are of equal worth.

Various activities (see Appendix 4.4) engage conceptions of what it is to be a human being. For example, an activity entitled 'What do these children need? (RISC, 2015) challenges the stereotype that the needs of children from other places are different; another activity entitled 'What's the same, what's different?' (RISC, 2008; RISC, 2015) challenges an over-estimation of the differences, and an under-estimation of the similarities, existing between people across the world. This focus on our shared humanity is reflected in the 'global citizenship learning objectives' proposed by RISC (2008) (the full list of learning objectives is presented in Appendix 4.5). Such learning objectives are: 'to encourage pupils to focus on the similarities

between people and value the common humanity shared by all'; 'to celebrate the contribution to human achievement made by societies around the world, past and present'; and 'to promote the idea that we have as much to learn from others as they do from us'.

Such a focus on being the same rather than different can be seen as favouring learners' awareness that the power of agency belongs to every single human being, themselves included. This is in sharp contrast with the attribution of agency to globalising institutions in the neo-liberal ideology, and with the associated exclusive identity constructs and Othering processes mobilised for legitimation purposes (as discussed in Chapter one).

4.2.6 GCE as auditing

A distinctive feature of GCE, as delivered and promoted by RISC, is that it incorporates audit and evaluation practices. Education and evaluation are not dichotomised like in the dominant model of practice.

a- Reasons for being

RISC's original model of evaluation was born of the following situation:

> There was a review done about Development Education practice in Britain, in England I think actually and there were some criticisms of the work of Development Education Centres and our inability to evaluate really effectively our impact and obviously because much of what we do is around attitudes and about dispositions, it was a valid criticism of that time. Unfortunately it was used by funders to cut funding and certainly there was a problem about what we know (Barbara - member of the collective).

Evaluating teachers' interventions in GCE is seen as essential to evaluate whether such interventions have been contributing to widening perspectives or not:

> What we've seen from collecting case studies is that teachers have been really brave in saying, in telling us stories where they put a lot of resources, a lot of time and energy in doing a piece of work with pupils. And when they've checked, repeated activities, audit activities at the end, they've discovered that far from challenging racist attitudes for example they've actually reinforced them. And unless you ask you don't know, so we think this work is really really important to do, not that we're obsessed with monitoring and evaluation but just that we don't want teachers wasting time doing what they think is the right thing and actually maybe doing harm (Barbara – member of the collective).

Such a case with results unexpected by teachers regarding stereotypes being reinforced is presented in Appendix 4.6.

Evaluating pupils' attitudinal change is seen as a powerful tool to convince educators to engage in GCE:

> We know it's very powerful when we can show a group of teachers 'in another school just like yours, this was the prevailing view at the beginning, then the teachers intervened and changed the way they taught, same national curriculum, same funding, all of that and look at the difference four years on, even if nothing important in the outside world had changed, children getting the same images on the media, Facebook, charity fundraising activities and so on.. but actually you can make a difference' and that's powerful. (Barbara – member of the collective).

b- The evaluation system

The evaluation system is designed so as to be as simple as possible and to provide high quality information. The evaluation activities themselves are 'innovative, simple and practical tools for teachers to measure attitudinal change in pupils' (from the handout of the launch conference of the second edition of *How do we know it's working?*).

From designing ways of evaluating its own GCE interventions, RISC also developed a model for other educators to design and evaluate their GCE interventions. RISC's evaluation method for interventions in GCE, which is embedded in classroom activities, is used by teachers and schools and development educators such as members of other DECs. The questions tackled with this evaluation are: 'how do we know if our teaching is encouraging young people to create a more just and sustainable world? Are we taking the right step to achieve this?' (from RISC handout for the launch conference of the second edition of *How do we know it's working?*).

This evaluation system is based on doing activities with pupils before an intervention in GCE and re-doing them, after that teaching. This audit and teaching process can be represented as follows:

```
                    ┌─────────────────────┐
                    │ Select the local/global │
                    │ theme to be researched  │
                    └─────────────────────┘
                                │
                                ▼
                    ┌─────────────────────┐
                    │ Identify audit activities │
                    │ linked to the chosen theme │
                    └─────────────────────┘
                                │
                                ▼
                    ┌─────────────────────┐
                    │ Carry out initial audit and │
                    │ analyse results         │
                    └─────────────────────┘
                                │
                                ▼
                    ┌─────────────────────┐
                    │ Plan and deliver teaching │
                    │ programme               │
                    └─────────────────────┘
                                │
                                ▼
                    ┌─────────────────────┐
                    │ Repeat audit activities, │
                    │ analyse results and identify │
                    │ changes achieved        │
                    └─────────────────────┘
```
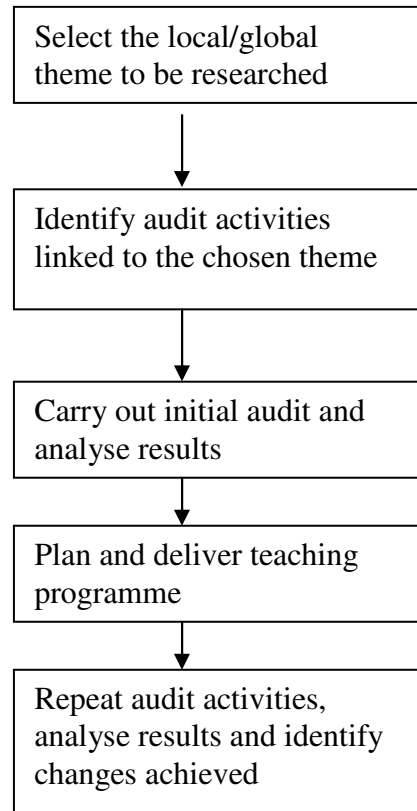
Figure 4.5: Audit and teaching process promoted by RISC for interventions in global citizenship Source: RISC (2008)

This audit methodology can be illustrated as follows:

attitudes to Africa before...

Mud houses and Poor People.

carrying water poor people markets small huts

people with aids
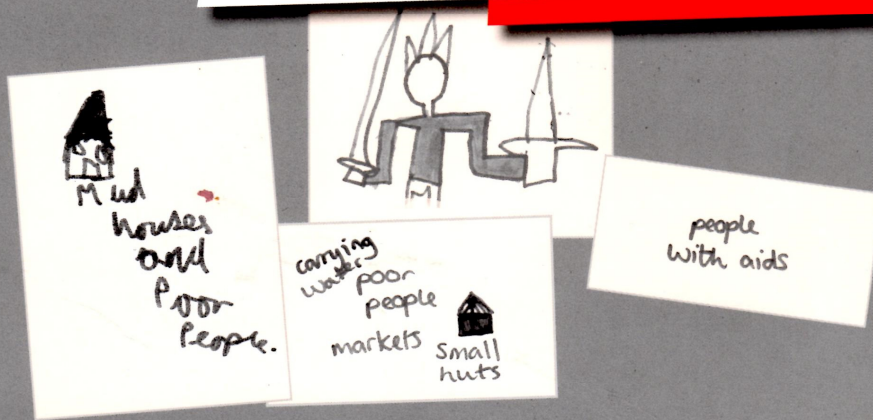
- Pupils do the activities before a new scheme of work, or at the beginning of term/school year

- Results are reviewed for knowledge and understanding, skills and values and attitudes. Global Citizenship learning objectives are integrated into teaching and learning

- Pupils repeat the activities and any change in attitudes is assessed

...attitudes to Africa after

Football

Supermarket open

The most surprising thing I've found out about uganda is how alike the children in uganda are to us..
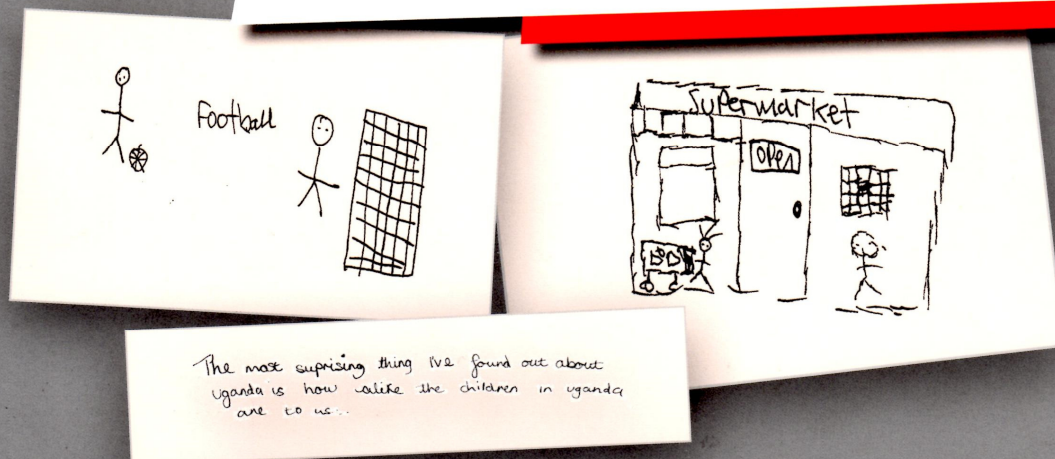
Photograph 4.14: RISC audit methodology exemplified   Source: RISC handout for the launch conference of the second edition of *How do we know it's working?*)

Members of other DECs highlighted during the focus group that these ex-ante and ex-post evaluations contribute to developing teachers' reflexivity (Sheila) and to their professionalism (Flick). What pupils say during these activities 'inform[s] teachers about what they need to do to develop children's and young people's understanding' (Flick, from the Centre for Global Awareness). Re-doing activities inform educators about the ways in which their interventions have been successful and the ways in which they have not been successful. It constitutes a qualitative evaluation of the ways in which pupils' attitudes have shifted towards being more inclusive, or less inclusive.

The form of evaluation based on activities proposed by RISC comes to teachers being engaged in research. For example, teachers can triangulate chosen activities to improve the consistency of results (RISC, 2015). Triangulation can consist in 'asking the same sort of question in three different ways – if you are interested in attitudes towards poverty in Africa, you might want to use the activities *What would you see in a country in Africa*, *Why are people hungry?* or *Who will have which job?* activities, all of which explore attitudes on the same issue, but from different perspectives (p. 10).

Judy Dyson (Senior Adviser, Partnership Development and Extended Learning, Oxfordshire) summarises what this audit and teaching methodology is about as follows:

- It exemplifies good practice in Assessment for Learning
-It responds to the challenge of measuring what is valuable, rather than valuing what is measurable
- It demonstrates what a school can do towards Community Cohesion, and enabling learners to make a positive contribution (quoted in RISC, 2008, at the back of the publication)

RISC's model of evaluation engages with challenges associated with the type of learning favoured by critical education (educative experiences as characterised in Chapter two): 'the attitudinal change being measured through the toolkit is an aspect of learning that presents particular challenges for assessment. It is about deep learning that impacts on who we are and we choose to live our lives' (RISC, 2008, p. 6).

This learning engages hard-to-grasp objects of knowledge such as values and attitudes. 'Teachers are used to measuring their impact on knowledge, understanding and skills, but values and attitudes can sometimes be left unmonitored' (RISC, 2015, p.4). It also engages the very complex inter-relations existing between values, attitudes and action. Nobody would

contest the existence of an association between these three elements. However, it is complex to characterise this association. Such complex inter-relations are exemplified by the fact that for example similar attitudes can be based on different values, the same value can be at the basis of different attitudes. Apparently similar actions can also be associated with different values and attitudes. RISC define the hard-to-define concept of attitudes (see Appendix 4.7) in part because: 'what we do know is that attitudes inform our behaviour and the broader and more balanced our information is, the more flexible and open our attitudes and views tend to be' (RISC, 2015, p.9).

Another challenge tackled by the RISC model of evaluation of GCE interventions is that the changes measured by this methodology can be very subtle. For example, they can relate to the ease with which pupils use language to talk about a theme or to their willingness to express themselves (e.g. RISC, 2008, p. 61). In contrast with mainstream audit and evaluation methodologies, 'the extent to which pupils are able to challenge the activity itself' (e.g. RISC, 2008, p. 103) can constitute a 'best result'.

Summary

It comes out from the data analysis that RISC enact GCE as citizens' action for social change. The form of education promoted and enacted favours questioning, the widening of perspectives and an engagement with identity categories and associated stereotypical views. Originally, this form of education involves making use of an evaluation system able to render attitudinal changes qualitatively.

4.3 Which experiences are mobilised by RISC experts and their collaborators in the delivery and design of GCE interventions?

So as to situate the practices of RISC experts and their collaborators, importance is put on taking into account the participants' perceptual environments. The experiences mobilised by RISC experts and their collaborators in the delivery and design of GCE interventions are envisaged from two angles: the personal experiences on which they built their engagement with GCE, and their professional experiences in designing and delivering GCE interventions.

4.3.1 Bases for the participants' involvement in GCE and with RISC

Participants have been motivated to work with RISC and in the field of what is currently called GCE for a variety of reasons (a detailed snapshot of these reasons is presented in

Appendix 4.8). For example, a number of the participants have trained to be teachers or have studied an influential subject at university or have family or heritage influences.

a- Training as a teacher and subjects studied at university

Dave is a trained teacher who studied Geography and Social Sciences at university:

> If I give a kind of a bit of background of where I am coming from. So..I did a PGCE in Primary but throughout university I studied Geography and Social Science. Then also my own background is quite multicultural. My mother is Chinese. We did a lot of travelling. So … in a way that was part of my personal experience. And then I became very interested in sustainable development partly through Geography (Dave – member of the collective).

Mary (currently working as a Senior Lecturer Citizenship and Art, and previously employed by Oxfam) remembered her encounter with 'development education' while studying education and development at postgraduate level:

> I came to [GCE] through Oxfam, working with Oxfam, and I came to it before then because I did a Master's degree at the Institute of Education on Education and Development and it was during the course of that Master's degree that I realised there was a theme called Development Education, that there were a group of Development Education Centres in the UK and that some of the NGOs were working in that area. Before that even though I liked the methodology and I had been interested in it, I hadn't realised there was a movement called Development Education that dealt with that. I came to it through there and I came to do that degree from working in the Majority World countries with VSO. That's how I got there (Mary).

b- Family influences

Like Dave, Gill's engagement in GCE and with RISC, is in part influenced by her family:

> My partner is Jamaican, I am sure that is part of why I feel quite seriously about [global citizenship], because it touches on who I am and my family life and how I look at my child and stuff like that. Which I don't think … I think possibly that's what… for other people that's why they don't get it, they think it's a big deal… they're not quite … I suppose it's the same if you're gay, the issues about gay rights you would be more sensitive wouldn't you (Gill)?

c- Interests in other cultures

All participants, as Sarah (currently head teacher of a primary school) reflected, also had a real interest in finding out about other past and present cultures:

> I always had a great interest in other cultures. When I was at university I did a thesis on North West Coast American Indian Art, and looked at the whole culture of the American Indians. And from that time I became quite fascinated in

the kind of … not just the culture but the importance of rituals, arts and artefacts that they use. So I've come from that kind of art background (Sarah).

Such an interest in other cultures, also led to a concern about how cultures from around the world were misrepresented or stereotypically presented. As Gill recounted about her initial meeting with Barbara:

> It was very informative to talk about RISC and then after that we got chatting about art and [Barbara] was looking for opportunities to embed global citizenship across the curriculum and she's an art person herself. As far as I am aware she did art so she is naturally interested in art … And just through chatting we began to realise we were both concerned about the way cultures from around the world were represented through art, particularly African art and all the stereotypes (Gill).

d- Travelling and living abroad

Experiencing other cultures as a traveller or a resident was also influential in establishing an interest in GCE. Dave described how:

> In the 1980s I did the usual sort of hippy thing of travelling overland to Asia going back to Malaysia and Singapore going through India and Nepal. And so that was a strong impetus on the kind of more environmental side of things, and questioning … applying what I knew from my own experience in the UK and just seeing it in a different context (Dave – member of the collective).

GCE can in this way be seen as a process whereby one's perceptions are continuously re-contextualised.

e- Activism

Engaging with or joining activist movements was also an important factor in establishing or further cementing an interest in GCE. This was true of Dave, Barbara, Martin, Pete, Rob, and Alessio.

Rob, employed by Sheffield DEC, recalled how he got involved in development education as a member of a student society called *Third World First:*

> Originally it was about 1984 when there had been this terrible famine in Ethiopia … At that time I was a student at Leeds University and I became active in what was known as Third World First, that was a student society and one of the things that students from the Third World First group did was to get involved with the local Development Education Centre, just set up at the university

Barbara and David both evoked their contribution to the Labour Movement and their involvement in varied activist groups:

> I was very interested in issues of peace and conflict, I was very involved as a peace activist, at Greenham Common a lot, staying there and I was active in the Labour Movement and I was in a trade union as well (Barbara – member of the collective).

> I've been involved with RISC as a member of various international groups in Reading. Starting with anti-apartheid in the 1980s, and various other local groups and Labour Party activities (David).

The diverse activist groups in which the participants have been involved reflects the ways in which the development education movement has been influenced by various social movements (as discussed in Chapter two).

f- Quality of the workplace and job satisfaction

The value and stimulation of working for a DEC like RISC, and the personal satisfaction and fulfilment that comes with 'making a difference' is important to RISC members. As Dave commented:

> Overall I think [working at RISC] provides us with a sort of personal satisfaction, sometimes you get up and you think there are just too many things to do … practicalities. But at the same time it's difficult to imagine other kind of milieu where you can indulge both intellectually but also practically and because it is so diverse. I think other centres there's less diversity, less opportunities for bringing together lots of different things. I think it's …on personal levels it's stimulating (Dave – member of the collective).

g- Professional experiences and how participants became involved in the delivery of GCE projects

Participants' first contact and developing involvement with RISC were varied. Gill recalled:

> I think I asked [Barbara] to come in to talk about collections because I knew that taking objects into schools for handling, often certain objects from different cultures were handled insensitively and I wanted her to explain to us the meaning behind … which clothes had a religious connotation… (Gill)

Dan, as an Advisor for History, needed support with providing teachers' resources:

> My first contact with RISC as I said was to do with suggesting to teachers resources etc. As we became more involved with the UNICEF work so we used the RISC education team to come and deliver training for our teachers and for governors on a number of occasions. The training covered issues of global citizenship and development education more generally (Dan).

This data shows that various influences towards GCE and working with RISC have been combined and co-constructed by the key informants.

4.3.2 RISC's projects and the involvement in the design and delivery of GCE interventions

a- Breadth and continuity

RISC experts have contributed a great variety of projects over the years. The list of projects designed and delivered by RISC, documented in Appendix 4.2, is not exhaustive. It is illustrative of the breadth and volume of GCE projects designed and delivered by RISC. Some of these projects are currently running, some have stopped and led to other projects or produced educational resources currently available, some are not currently funded but are running. In addition to these projects, the participants have been involved in a variety of non-RISC projects (as exemplified in Table 4.7 above).

The different projects are embedded in one another and have developed from one another. WEB initially focused on five topics: *food*, *health*, *families*, *work* and *environment* (WEB undated). The RISC's project *Food4Families*, which is currently running, resonates very well with these topics. It involves family members working together towards food self-production (see description of *Images of Africa* and *Food4Families* in Appendix 4.2).

RISC's projects have consistently challenged prejudicial views based on a reification of social groups and Othering identity processes (as characterised in Chapter one). RISC's projects first challenged racism, sexism and classism. The project *The road from Auschwitz* encouraged White people to face their racism against other White people. Whilst the project *Human Rights for All?* and the project *Understanding Islam: Challenging Islamophobia*, have respectively challenged Homophobia and Islamophobia (see Appendix 4.2).

The *Images of Africa* project (described in Appendix 4.2) examined the following questions:
- Why were people being misinformed?
- Were charities justified in using degrading images to raise money?
- Would more facts have restricted the giving?
- What are the effects of negative imagery? (adapted from WEB, undated)

The *Focus for Change* project critiqued the stereotypical media images of the Majority World and looked at inequality and the role of the media, the project Global Schools and the project

Quality or Quantity? developed classroom activities engaging a variety of stereotypical views (see Appendix 4.2).

b- Bridging: practices and publics

RISC's projects have brought together practices usually taking place separately. Thus the *Food for Thought* project combined exhibitions, speeches and feasts, the *Art and Global Citizenship* project linked Art Education practices with GCE practices. The experience of RISC experts in project delivery is also unusual regarding the variety of those in the public who are targeted: the general public, schools, pupils, teachers, teaching assistants, schools' governors, local authorities, families, toddlers and carers, communities.

Similarly, RISC's projects can be characterised in terms of the variety of stakeholders with whom RISC collaborate. To illustrate this, the stakeholders involved in the *Quality or Quantity?* project are presented in Appendix 4.9

Summary

RISC has built a track record in delivering GCE projects (Martin – member of the collective). RISC experts and their collaborators have engaged varied inter-related controversial past and present issues and mobilised their personal experiences (for example as activists) and their interest in other cultures to re-present these controversial issues. RISC's delivery of formal education projects involves collaborating with varied organisations and institutions such as other NGOs, government departments, ITE providers. Informal education projects target the general public and/or involves local communities and families in particular. In short a breadth of experiences are mobilised by RISC experts and their collaborators in the delivery and design of GCE interventions with a great variety of publics.

4.4 What in the views of RISC experts and their collaborators are the constraints and opportunities associated with their structural environments?

Structural environments of GCE interventions include material realities and cognitive structures. Material and cognitive challenges present themselves to the participants as constraints and opportunities for the delivery of GCE by RISC: funding, the political and ideological climate, stereotyping and engaging the public.

4.4.1 Funding

Eleven interview participants and the focus group participants acknowledged that funding is a major challenge faced by RISC and other DECs. Barbara (Education Co-ordinator at RISC), Rob (employed by Sheffield DEC) and Pete (currently working as consultant for the EC) characterised that challenge as follows:

> Funding has always been precarious but it feels more precarious now than it has in the past, the numbers of funders, the types of funders funding this work are fewer than ever before and the climate remains hostile or has become more hostile with the current government. (Barbara – member of the collective).

> … it's virtually impossible to get Department for International Development funding other than through the Global Learning Programme. (Rob).

> I think Development Education is moving through tough times … I do … I would like to see a return to a constructive dialogue on aims, values and priorities; rebuilding trust and belief with the major funders whether that are NGOs or whether it's government departments, or the respective European Commissions (Pete).

Mary, Sarah, and Pete acknowledged the (moral) implications of this funding situation for RISC:

> … it's a shame really that [RISC] can't do what they like and get paid properly… (Mary)

> [RISC] seem to have a perpetual struggle to get funding. Given the importance of their work, you know, there is a social injustice there (Sarah).

> The biggest challenge to DE is financial. Essentially, being able to maintain an educational support service and retain the quality of programming that activists believe this whole body of work requires. It is intensely frustrating to have sound ideas, new visions, perceptions of new needs arising that you can't actually fulfil or meet because the financial resources aren't there. That is a major ongoing challenge (Pete).

Pete and Martin, both involved in the DE movement for about 40 years, sketched how the funding context could have become so challenging. Pete characterised how the coming into power of the Labour government in 1997 contributed to the mainstreaming of Development Education:

> The Labour government, when they took office in 1997, set up a broad based education committee to look at the potential for supporting contemporary issues such as development education, education for global citizenship, etc. The committee included officials from government departments, and high rankers in educational institutions and so on. John Snow chaired the committee, and it

involved a lot of people actively working in Development Education in DECs or NGOs. Suddenly their voices and views were being heard and respected, not looked down upon or marginalised, and they were treated as equals (Pete).

Martin (RISC's Centre Co-ordinator) suggested that this support for DE from the Labour government from 1997 had implications in terms of the funding available from international NGOs:

> … over the years of the Labour administration there was DFID-funded Development Awareness … There are pros and cons to what happened in that period. During this period Development Education was well funded but every other funders of Development Education who had previously fund it dropped out. They thought: why do we put our money in when the government is going to put much more? … We used to get funding from Oxfam, Christian Aid, War on Want, CAFOD and all the other agencies funded grassroots Development Education which is what we are and now nobody does and it is extremely difficult and this is why half of the development education centres have closed in the last four years because they were funding reliant on the government. (Martin – member of the collective)

The next chapter analyses further how RISC has managed to develop as a sustainable organisation in such a challenging context. Dave, RISC's Garden Co-ordinator and Publications Co-ordinator, highlighted that the current funding context, while presenting itself as challenge, also presents new funding opportunities in particular around the themes of climate change mitigation through food growing, and of Islamophobia.

4.4.2 Political and ideological climate

Pete and Martin highlighted that the current political and ideological climate is also in itself a challenge for DE and GCE, as practised by RISC and their collaborators, because it conveys prejudicial views on immigrants and African countries for example:

> Another challenge is the move to the right in this country, and the way in which UK society is being influenced by that in negative ways, e.g. the impact of an outspoken xenophobic press for example on poor immigrants and why they are immigrants,, and how this actually has adverse effects on the views and inspirations that people should be accommodating as global citizens. I think that's a real challenge for all DECs and for RISC (Pete).

> Thirty years later you have a new Band Aid thing to raise money for people with Ebola. … The message is 'this is Africa'. It's 'this is bad news', 'everybody is covered with flies, has got no food and is dying from Ebola' and it's not true and it just perpetrates myths, it perpetrates prejudices, stereotypes, falsehood everything (Martin – member of the collective).

From a critical perspective such as enacted by RISC and the DE movement, such negative imagery is to be challenged.

4.4.3 Stereotyping and tokenism

In the course of the interviews, Sarah, Caroline, Gill and Barbara underlined other difficulties: the difficulties associated with breaking down stereotyping and the fact that stereotyping can potentially be reinforced by educators through tokenism, rather than be challenged.

> There is one head teacher I remember very well from a long time ago he said yes we do a lot of global citizenship here, we have Chinese food on Fridays, we have saris in the dressing-up box. And we raise a lot of money for charity. And so it's clear that people's understanding of what we mean by global citizenship differs hugely and sometimes it's what I would call tokenistic and possibly dangerous (Barbara – member of the collective).

Gill and Barbara (Lowe and Hopper, 2014, p.1) illustrate, in the context of Initial Teacher Training (ITT), the commonness of stereotypes and tokenism:

> Both had witnessed students planning 'African art weeks' when on teaching placements in schools and felt the need to equip students to challenge rather than reinforce stereotypes and address global citizenship (GC) issues in a non-tokenistic way.

4.4.4 Engaging the public

Mary, Dave, David and Dan characterised ways in which engaging the public, be that public teachers, schools or the general public, is a continuous challenge. Mary and Dan highlighted the difficulty of getting schools and teacher on board, as put by Dan:

> I think the biggest challenge as much as anything is convincing teachers that there is space in the curriculum to do this work, that this is work that is worth doing. But once that message has gone through most places seem to take it on board. The question is getting them on board (Dan).

Mary also suggested that schools tend to prioritise core subjects such as Maths, Science and English rather than put funding into areas such as development education and GCE.

The challenge of engaging the public can be exacerbated with some publics, as underlined by Dave and David:

> It is quite difficult to work within communities. Communities need a lot of nurturing. Working in the formal sector in a way there are different challenges. Because we try to persuade teachers, schools to buy into our methodology, to invest time in that way. But working with communities is much less of a captive audience. (Dave – member of the collective)

I think engaging a large sector of the population of Reading who don't know anything about international affairs is a constant challenge for RISC as well (David).

Conclusion

In this chapter, RISC has empirically been characterised as a mobile DE project that developed into a multi-functional organisation with a multi-functional building and a track record in delivering interventions in GCE. Amongst the peculiarities of RISC that have been identified are: being managed by a collective; being engaged in formal and informal education with a great variety of publics; being an education provider, a campaigning organisation and a social enterprise; being managed on an everyday basis by experts with the support of a few other paid staff and of numbers of volunteers; re-presenting a great variety of interacting issues. The form of GCE enacted and promoted by RISC is primarily concerned with favouring actions for change, this in all possible areas from consuming to evaluation through food growing and activism. Thus GCE is about facilitating citizens' participation and alternative practices. GCE is truly embedded and engaged in everything RISC do, both in terms of activities and events, and visually. The breadth of personal and professional experiences (in designing and delivering GCE interventions) mobilised by RISC and their collaborators is impressive. In the next chapter, a discussion of these findings is provided with the view of characterising the ways in which it has been possible for RISC to provide critical interventions in GCE on a sustainable and long-term basis, despite the funding, ideological and cognitive challenges identified by the participants.

Chapter five: Discussion of findings

This chapter discusses how it is possible for RISC to be what it is, to enact GCE as citizens' actions and attitudes, and to institutionalise alternative practices so as to maximise the inclusive character of education and of citizens' participation.

The discussion of the research findings is organised around the research questions that look at RISC in terms of the institutionalisation and sustainability of its/their interventions in GCE:

- What are the challenges faced by teacher educators?
- Which pedagogies are used and put forward by RISC?
- Which social and political principles are enacted by RISC?

5.1 What are the challenges faced by teacher educators?

It is evident from the analysis of the interview transcripts that three main forms of challenge are faced by teacher educators: resistance to change, institutional national frameworks, and teachers' means of action. The research participants were all, directly or indirectly, teacher educators. Thus, educators and teacher educators will find this section useful to reflect on their practices, to re-present the challenges they face. Educational philosophers writing on counter-education will be provided with empirical evidence about ways in which philosophically-based issues impact everyday practice.

5.1.1 Resistance to change

a- Denial of social constructionism and of the power of agency

Some challenges faced by teacher educators such as RISC and their collaborators seem to relate to: being unaware that knowledge, people and the world are constructed through social interactions; denying our individual power of agency and our interdependence; and not seeing inequality:

> 18-19 year old students can't see that the world is unequal. Many of them are unaware of that. I don't know how far you have to look around. Any town you happen to live in or walk through … how people don't notice (Mary).

Two research participants in charge of ITT at the Institute of Education at the University of Reading differentiate between two types of reaction from student-teachers to RISC's interventions in GCE, engagement and resistance to change:

I have seen students change, they were like this, then RISC came and they were like that. And some people didn't like RISC and that's scary. Because you think maybe you've got some students, putting it frankly, with racist issues, we don't have test for racism, I mean you try to know what they think and believe but it's hard. Then I have seen other students go 'ouah I've got a bit of work to do on myself' and be willing to do it, so I think RISC are important (Helen).

So the year before [last year] when I collected feedback [about RISC interventions] it was just … not all.. there are obviously many teacher trainees who said: 'that was really interesting, that was really important, I would wish you told me earlier', they always tell us that… who engage and are committed about teaching about that. But I just have this rather recurrent leitmotiv of 'oh well it's excessively political, it's propaganda' and I thought is this a sign of our times, how will we address that in a profession (Caroline)?

The data collected by RISC through student-teachers' evaluations of their interventions (see Appendices 5.1, 5.2, and 5.3) also express a degree of ambivalence from student-teachers towards GCE. Their attitudes towards GCE and towards delivering GCE in practice differ. Thus a great majority of student-teachers consider global citizenship as very important. Student-teachers believe they are very likely or quite likely to deliver GCE. The level of confidence about delivering GCE is lower than the level of importance given to GCE: most student-teachers are quite confident about delivering it. In terms of whether teachers should influence pupils' values and attitudes, student-teachers are mostly in agreement that teachers should have such a transformative role but 30% of Primary PGCE students are not sure. The results about the possibility to measure such changes are quite similarly distributed between those in agreement and those unsure.

From a social constructionist worldview, it is not possible for teachers not to influence their pupils, as put by RISC (2015, p.8):

We influence pupils' attitudes, knowledge and skills all the time. Whenever we formulate a question, whenever we choose one topic over another to teach, whenever we encourage pupils to be enthusiastic or careful or kind, we are imparting attitudes. There are some attitudes that we mostly agree on when we think of what kind of people we hope our pupils will be when they leave our classroom. It is better to be aware of our influence on attitudes and to teach accordingly, than to be unaware of what pupils think and believe and therefore not know the impact we might be having.

The social constructionist framework, implied in RISC practices and embraced by critical educators and in this thesis (see respectively Chapter two and Chapter three), is not

necessarily embraced by student-teachers and teachers, as illustrated by comments from student-teachers:

> Even though the food session was effective, children can't change everything – this should be acknowledged.

> Would have been helpful to find out the purpose of the RISC task before trying it out.

> (from student-teachers' evaluations of RISC's interventions in GCE, see Appendices 5.1 and 5.2).

b- Sustaining the thinking

RISC and their collaborators see GCE as a continuous never ending process. A challenge met in the training of teachers and student-teachers is about this need to sustain the thinking favoured by RISC's interventions.

> I suppose the challenge of not having sustained recurrent time with people who are engaging with the materials and the thinking and the planning for it to sink in more and to be usable (Caroline).

> We tend to do this one-off thing [GCE interventions with RISC] every year. What I just try to do is ensure that I keep on working with it with the students to remind them …. Through doing this, we're still embracing our notions about global citizenship… keep reinforcing that (Gill).

> It is very much about the importance of normalising if you like the global dimension of what we do so that it's not something that you add on, it's just is part of what we're doing all the time (Sarah).

> What we know is that teachers need ongoing support, not you do the training and you just walk away. We know that there's always a turnover of staff, that new controversial issues arise, just as we need our own professional development when we're working here, so teachers continue to need our support and encouragement so it's never ending in a way (Barbara – member of the collective).

Because of an awareness of the need to sustain the work done during GCE interventions in schools, RISC changed its strategy of intervention:

> Teachers wouldn't stay in the session we were doing for children, they would go off and catch up on their marking or whatever. And so although the work we did with the children and the young people had value, it wasn't being reinforced, that wasn't changing the teachers practice. So when our numbers reduced it became imperative to work with teachers in order to make the difference rather than mainly working with pupils (Barbara – member of the collective).

5.1.2 Institutional national frameworks

Institutional national frameworks are seen by the participants as presenting different types of challenges.

a- British-centric curriculum and teaching standards

As suggested by Dan and Caroline, national policies tend to focus on British values, and promote nationalism:

> Subsequently, I became really interested in the development of global citizenship as an important part of a wider education for youngsters in this country. Partly because I felt that the national curriculum was too British centric, quite narrow and that in an ever increasingly global village if you like I felt it was necessary that youngsters had a much broader education (Dan).

> The one thing that I often feel personally is a sense of guilt that I can't make more possible and you know the work that RISC does is personally important to me. And I sort of think 'if it is important to me why do I not make it possible for more of it to occur?' and I know the answer. I think it is to comply with an inspection regime and it may not surprise you but global citizenship doesn't feature anywhere in the current recognition and in fact … I lie the way in is Part 2 of the Teaching Standards which I talk about, promoting British values, lots of schools are extraordinarily cross with the way that's phrased because they quite rightly say those are… They want human values, you know justice, democracy, fairness, equality .. so how can they be British? But the questioning that … the fact that those are in the Teaching Standards help as teacher educators to say .. 'hang on a minute, where do we stand on these values?, what is British and what isn't? and then where does this take us in terms of citizenship (Caroline)?

This illustrates that thanks to questioning, constraining ideological environments can create opportunities for critical GCE.

b- Absence of Global Citizenship Education in the Curriculum

> The last government they had introduced changes to the curriculum which meant that schools would be required to embed the global dimension and sustainability in the curriculum and that was thrown out as one of the first things that the coalition government did, one of their first actions (Barbara – member of the collective).

Being absent from the curriculum, GCE is not compulsory for schools (Flick). This is the case despite a wide consensus on the importance of GCE:

> There seems to be a consensus amongst employers, amongst parents, amongst the educationalists, and amongst children that they need an education that fits them for the twenty first century where there is going to be more trade, more

migration and more communication, possibly more inequality so it's not that they don't think it's important, it's just that it is not reflected in the curriculum. (Barbara – member of the collective).

During the interventions of RISC with student-teachers observed by the researcher, RISC experts underlined the absence of global citizenship in the curriculum but also that there is space for it in the curriculum.

c- Education policies constraining continuity in education

According to the participants, education policies do not tend to favour continuity in education, continuity which is however required for critical GCE:

> Another challenge which is outside of RISC's remit perhaps is the degree to which government departments mess around with schools, its national curriculum, the school curriculum, the subject curriculum, the requirements of schools to provide training and continued professional development for their staff and the degree to which this coincides with quality global citizenship education (Pete).

Educational policies can thus create a variety of ruptures, as is also highlighted by Sarah:

> The difficulty for us is that [GCE] is not necessarily sustained at the same kind of level when they move onto secondary schools. There's a lot of good stuff that goes on here and I mean in other schools in Reading too. You know we have some very good schools who are doing great things with this. But they go onto secondary schools and because of the nature of secondary schools it isn't necessarily what underpinned everything that they do, as it is for the primary schools so… (Sarah)

The duration of teacher training at university can also be seen as constraining the continuity of GCE:

> The training year for postgraduate entrance into the teaching profession is thirty six weeks. It's less than a year, mostly in schools, very little time at university. (Caroline)

The programme at university is very packed. This was reflected in the poor attendance of the training session with postgraduate students at the University of Reading that the researcher observed.

5.1.3 Teachers' means of action and of professional development

a- Teachers' material access to GCE training

Schools' lack of funding is seen as impinging on the accessibility of GCE training to teachers and on the sustainability of DECs (Sharifa). Schools are seen as lacking funding to send their teachers on training days at DECs.

b- Symbolic access for teachers to deliver GCE interventions in schools

Even if teachers believe in the importance of GCE, they do not necessarily possess the symbolic power required to critically intervene:

> I think [RISC] are very good at coming in and raising student consciousness. I think they are good at establishing change, but it is in their thinking, in the way they approach things. I think one of the hardest thing is to sustain that because once they are in schools the students get such a dominant influence from the school and they're thinking that even though they might have … they might agree with what we're saying it is difficult as new teachers to make a difference themselves (Gill).

> Many teachers feel so pressed for time with their other responsibilities that although they may believe in the importance of these issues they just don't have the means, or time, to address them effectively and consistently (Pete).

Access is also missing when GCE is not embraced by the senior management of a school, as highlighted by a head teacher at the launch event on 10th November 2015 (from observation notes).

5.2 Which pedagogy is used and put forward by RISC?

The pedagogy used and put forward by RISC present three main characteristics: being practical, participative and accessible; being based on located questioning and relation making; and making use of visual representations.

5.2.1 Practical, participative and accessible pedagogy

The pedagogy promoted by RISC is based on action, on practising citizenship rather than teaching/being taught about it.

a- Action

Privileging action over discourse and a correspondence between action and discourse is key in the RISC pedagogy; it permits equating GCE and participating as citizens.

> … there's a lot that overlaps with what was initially called multicultural education, with peace education, with other equalities education as well, so around gender, around homophobia, disability and so on. So there's a balance really I think, but all of it is about not just knowing stuff and feeling uneasy about it, it's about doing something (Barbara – member of the collective).

> … each of us as individuals can act in ways that promote sustainability, social justice etc. (Dan).

Members from other DECs identified that RISC practise what they preach and enact best practices. Sheila from the Humanities Education Centre underlined that RISC is very much respected for this resonance between discourse and action. During the training of student-teachers Barbara highlighted the fact that RISC was working towards the following ideal: the absence of difference between what you say and what you do, and that global citizenship was about taking action for change rather than just about being informed.

RISC's promotion of action is also based on being critical of the way some charities operate and the way we respond:

> One of the key areas that we look at is what the appropriate response is to poverty and inequality in the world and encouraging people that we work with to move beyond just giving money to charities and not addressing their own behaviours. And our own behaviours as well … and so much of what we do tries to sort of unpack those issues about what we can actually do that would really make a difference, not just save our guilty consciences for living in a rich part of the world (Barbara – member of the collective).

Direct participation as citizens is promoted rather than indirect participation. Campaigning is differentiated from giving money to charities, the former being favoured over the latter. To support this belief, reference to the campaign 'send my friend to school' and to the 10,000 UK schools and youth groups involved in this campaign was made during the training of student-teachers to exemplify political lobbying. This campaign is associated with one of the eight Millennium Development Goals of the United Nations Development Programme (UNDP), which is to achieve universal primary education (see Chapter one).

From the perspective of interventions in GCE promoting the critical agency of the learners, charity practices need to be questioned. This is expressed as follows by a representative of a rural primary school involved in RISC *Global Schools* project which led to the publication of *how do we know it's working?* (2008):

> We found, as most of us had expected, that the children's strength in knowledge was in the sustainability aspects of action. Their weakness was in thinking about the lives of people around the world. The majority of their comments in the global social justice category were about charity and donations, which, whilst an important aspect of empathy, doesn't highlight the importance of being an active citizen of the world, and participating in bringing about change (case study referred to in RISC, 2008, p. 28).

At the launch event of the new publication of *How do we know it's working?* (2015), a head teacher, involved in the RISC *Quality or Quantity?* project, presented the way in which her school has been dealing with the issue of charity and agency: by developing a charity policy based on relations for embeddedness. She reported a change in focus of her school charitable fundraising to funding only what is directly related to the school so as to make fundraising relevant to the children. She gave the example of fundraising for Diabetes UK because there is a child with diabetes at the school (observations notes of the launch event of the second edition of *How do we know it's working?* on 10th November 2015).

b- Participation

RISC Art and Global Citizenship interventions with BA Ed Art student-teachers of the Institute of Education at the University of Reading is an example of how RISC makes uses of a very practical and participative methodology. As reported by Gill and Barbara (Hopper and Lowe, 2014), the student-teachers were given the responsibilities associated with the different steps of the teaching process. They first researched a selection of artists and contextualised the work of these artists geographically or in terms of their art-making genre. They then planned, prepared, delivered and evaluated a day of art-making activities with primary schools pupils, who were invited to the art studios at the university.

At the end of the workshops for student-teachers observed by the researcher, RISC staff gave them an evaluation form to fill. The answers provided by the student-teachers to the question 'What has been most useful and why?' (and communicated by RISC to the researcher see Appendices 5.1 and 5.2) evoke two forms of participation: developing as a teacher and developing as a learner (both seen as constitutive elements of critical education, as characterised in Chapter two). In terms of developing as a teacher, student-teachers highlighted the usefulness of methods, tools and resources suggested by RISC: 'comparing like for like and drawing children's attention to similarities instead of differences', 'the cross-curricular links in the garden, inspiring us to think around a topic and see the different ways to

address it', 'having resources to explore and give ideas about teaching global citizenship to children'. They also underlined that the workshops made them give higher importance to addressing stereotypes in their teaching and consider GCE as doable: 'judging people is an attitude children should be taught about so they can change their perceptions', 'a very useful day with great ideas for things I can easily do in my classroom'. In terms of developing as a learner, the student-teachers highlighted the impact of the workshops on their perceptions: 'it revealed my own stereotypical thinking', 'I found the whole day very useful and thought provoking', 'all the workshops were eye-opening', 'learning not to generalize and have a single story', 'challenged a lot of my assumptions'. It can be suggested from the data that RISC puts emphasis on addressing student-teachers and teachers as teachers and as learners, and thus enact the form of critical education characterised in Chapter two.

c- Access

- **Accessible building and accessible resource centre**

  We try not to have closed doors, we try and have ways of entering the building that people find easy. Like everyone knows how to come into a shop, everyone knows how to come to a café that kind of things (Barbara – member of the collective).

  So that's what I mean by RISC bringing awareness about global issues to very diverse audiences in very practical ways so whether it's your consumption, your shopping, or the garden it's based on people's realities (Dave – member of the collective).

The public events taking place at RISC are either free, welcome a donation, or not expensive (as illustrated in Appendix 5.4 by the events of the 2015 Reading International Festival which took place at RISC).

- **Accessible teaching materials**

The educational resources published by RISC can be downloaded for free from the RISC website. Educators can also download for free pictures used by RISC in their educational activities to use in their own professional practices. In the project *Quality or Quantity?*, an online forum (in three languages) was used for teachers to share resources (non-translated and translated ones) and to exchange about their experiences of running activities. Importantly, during the training of student-teachers, two websites were recommended to access analyses of

current affairs that are less biased than mainstream newspapers: www.fullfact.org and www.medialens.org .

Some of RISC educational resources have been translated into different languages. The new edition of *How do we know it's working?* (RISC, 2015) kept the same title as the first edition because this title works well in English, Slovak and Czech (source: notes taken on 19th March 2015 during the meeting day of RISC subcontractors for the *Quality or Quantity?* project). Some activities were included in the three versions, whereas some activities were included only in some publications according to their relevance to their respective national contexts.

- **Symbolic accessibility of GCE**

During the training of student-teachers observed by the researcher, RISC trainers encouraged them to deliver GCE and gave them the knowledge and the confidence to do so. One workshop demonstrated in a participatory manner that growing sunflowers could be used to engage with the whole curriculum. In another workshop the fact that there is not one area of the curriculum where global citizenship is not relevant was underlined. During interventions observed by the researcher, RISC highlighted in various ways the relevance of global citizenship to being a teacher, how GCE is feasible and does not require specialist knowledge, and how it would contribute to their professional development, pointing out how global citizenship was already present in their practices. Comments like 'you will be great teachers' by RISC trainers can be seen as contributing to building the confidence and motivation of student-teachers to engage global citizenship in their professional practice. Similarly, statements that can build the confidence of teachers are present in RISC publications (e.g. RISC, 2015, p. 6): 'You do not need to be an expert in every global issue in order to teach Global Citizenship'.

- **Discursive accessibility**

The accessibility of the RISC's pedagogy was also exemplified at the discursive level itself during the two training days for student-teachers observed by the researcher. Informed by the literature review performed, the Expert Consulting Group meetings attended, and the data collected for documentary analysis and during the individual interviews, the researcher made use of these axes for observation, which appeared to her as representing key aspects of interventions in GCE:
    - discourse used

- issues covered
- solidarity promoted
- pedagogy used
- challenges for RISC and GCE
- opportunities for RISC and GCE
- difficulties met by the students

The results, expressed in terms of number of times the researcher took note of the various axes for observation, are presented in Appendix 5.5. At first it may appear surprising that far less notes were made of the second training session considering that they were both lasting a day and composed of three workshops each. This can be explained by the fact that some of their content were similar and that more elements attracted the attention of the researcher during the first training day considering that it was the first time that she observed RISC training of student-teachers. Another difference was that the second training day took place at the University of Reading rather than at RISC itself. This exemplifies ways in which qualitative research is a process.

To the researcher's surprise, most of the observations related to the axe 'pedagogy used', very few observations were made of the axes related to discourse, issues, solidarity, challenges and opportunities for GCE. Before the observation of this training, she expected that discourse around terms such as 'the Majority World' would be prominent. For the researcher discovered that expression in a resource pack for teachers designed and edited by RISC (2015, p.115):

> The Majority World means Africa, Asia, South & Central America and the Caribbean. This term is preferable to *Third World*, *underdeveloped/developing* countries or *the South* because it reminds us that this is where more than 80% of the world's population lives. Third World is often understood to imply third rate or third class. *Underdeveloped/developing* implies that 'we' are developed and 'they' are not, so they should become more like us, with all the overconsumption of the Earth's resources that involves. The term *South* lacks accuracy.

The expression 'the Majority World' appears as a very powerful concept to operate a switch of perspective in the way we look at international relations. This switch consists in favouring a fact (a quantity of human beings) over an ideological classification of countries (levels of development). Such discourse was not present in the training. The researcher also expected references to 'solidarity' (considering in particular that 'solidarity' is part of RISC's name) but the trainers did not explicitly look much at solidarity to look at global citizenship. RISC staff minimised the use of specialised professional jargon, such as present in national

education policies (as discussed in Chapter one), while engaging with these policies. Global citizenship is thus put forward in the most straightforward and practical way, in resonance with the propositions made by Dewey ([1938] 1997) and Freire ([1970] 1996, [1974] 2005) (as discussed in Chapter two).

The information presented, the activities proposed to the student-teachers and the student-teachers' experiences spoke for themselves. Thus the pedagogy promoted by RISC does not involve 'unsealing a specific point of view in the learners' (Sheila, from Humanities Education Centre). The student-teachers were asked to do the same activities as the ones recommended by RISC to teachers for pupils. The student-teachers were put in a similar learning position as their future pupils. The focus was on favouring learners' reflexivity regarding their own perceptions and professional practices rather than on teaching something defined independently of a specific learning situation.

The variety of discourse used by RISC and their collaborators (as illustrated in Appendix 5.6) also renders the discursive accessibility that constitutes in part the RISC pedagogy.

- **Making complexity accessible**

RISC's successful pedagogy has much to do with being able to support individuals and groups of people within society to re-present complex issues through simple actions. In parallel, RISC's interventions are about acknowledging complexity. For the intervention in Global Citizenship and Art (discussed earlier), the activities the student-teachers do with the primary school children are designed to 'make visible the complex and sophisticated levels of thinking and making that children can achieve' (Hopper and Lowe, 2014, p.5). This way of working acknowledges cognitive abilities and their development potential.

RISC's engagement with complexity is also exemplified within the formal educational area by the fact that RISC experts have been able to design a model of evaluation, evaluation of something as complex as attitudinal change, based on very accessible activities that the teachers do with their pupils:

> Louise and I developed a set of activities, simple games and activities that children could do. They were not like tests. They enjoyed doing them and matching labels to photographs, voting and drawing things and so on (Barbara – member of the collective).

This model of evaluation developed and promoted by RISC was discussed in Chapter four.

5.2.2 A pedagogy based on questioning, embeddedness, and relation-making

a- Questioning

As characterised by the participants, RISC use questioning for the deconstruction of stereotypical categories and for 'opening up attitudes' (Sheila).

> I really like the approach that RISC colleagues take in terms of posing challenges and not providing answers (Caroline)

> RISC has always been on the more challenging edge of the DEC movement. They are recognised for asking some of the difficult questions about change and difference when things become absorbed into establishment thinking or institutionalised at an academic level (Pete).

b- Re-categorising

During the training of student-teachers, RISC trainers highlighted that categorisation depends on the criteria chosen for categorisation and that hence categories can be modified by using different categorisation criteria.

In the course of the individual interview, Gill, in charge of the Art Department at the Institute of Education of the University of Reading, illustrates this process as follows:

> Because I was worried that because many African artists tend to use limited materials, that I was creating another stereotype that all African artists use recycled or reclaimed materials. And that is obviously what we did not want to do. So then we started to look at … not necessarily look at cultures, we started to look at mediums. And we were addressing other issues to do with Global Citizenship. So we were looking at representations of women and representations of certain mediums like textiles, so textile became our starting point and then we looked at a range of artists who worked with textiles so that their commonality was not that they were all working in a certain way it was just that they all use that same material but differently (Gill).

c- Embeddable GCE activities

The simplicity and openness of interventions in GCE designed and promoted by RISC ensures that they can be used across age groups and school contexts:

> This toolkit of activities can be adapted for use at any key stage. Each activity can be expanded and adapted to fit the teacher's learning objectives and environment (RISC, 2008).

To favour further embeddedness, the activities proposed are all associated with case studies of primary and secondary schools (RISC, 2015).

d- Contextualising and relation making

> It's interesting how things kind of come back, how issues around development, of food sovereignty, you could say that it applies to Nepal or India or whatever but actually it also applies here. The whole thing of global citizenship being local and global becomes even more true, it always was true but it becomes even more apparent. And I think that's the potential for delivering global citizenship … the reality of similarities as opposed to differences, there is even more potential to use that as a way of exploring issues looking at commonality (Dave – member of the collective).

During RISC training of student-teachers, students were asked to choose a picture among eight pictures in terms of the connections they could make between the people on the pictures and their memories or current events for example. In another activity, the picture of a woman living in another environment was used to highlight, in a participative way, what is true of every human being (e.g. having preferences). As proposed by Dewey ([1938] 1997) and Freire ([1970] 1996, [1974] 2005), RISC and their collaborators start from our shared and common humanity.

> [RISC] celebrate the fact that there is one world and one people really (Helen).

> We have a partner organisation down in Devon, where they have this project where schools in Devon are pairing with schools in Uganda. It's a two-way process so that teachers from Uganda come and work with teachers in Devon. They show kids some of their techniques for sustainable gardening, then applied here. A really interesting idea of global citizenship through growing food, realising that whether it is creating a healthy soil, how you cope with drought, how you cope with pests (here it might be snails, there it might be monkeys). It's making alive and making it real based on what you're doing on your piece of land and then being able to understand the challenges for other people (Dave – member of the collective).

> I got the catalogue [of the Africa Remix exhibition at the Hayward Gallery], looked at it and selected artists. We used those as starting points for discussion with the students and then as starting points for activities. The students had to inform themselves, become very knowledgeable about the artists, know what their work was about, they had to find out about the country. We looked at … I told them to do searches … they're going to share information with children. What you don't want them to do is look for difference but look for similarities (Gill).

Gill mentioned a way in which one can engage with exclusive categories by situating them in their stereotypical context.

> One of the things I wanted to promote also was the identity of the artists. I thought that was very important that the artist was not anonymous. And sometimes I question that whole thing about art but in this context it was important that [the student-teachers] knew that the artist was black so that they hadn't got this role model of the artist being a white European and then they would know that this artist was trained at art school or went to university (Gill).

The information that the artist was 'black' would not have been of the same relevance if the stereotype engaged with had not been associated with whiteness.

Relation making is used by RISC to look together at issues which are looked at separately in the dominant ideology. *The road from Auschwitz* WEB project (see Appendix 4.2) made connections between various collective actions: the holocaust, the apartheid regime and the nuclear weapons industry. It saw the holocaust as historically rooted in colonialism, the slave trade, industrial exploitation and imperialism.

An educational activity practised with the student-teachers during RISC interventions in GCE, and that they can use with pupils, made them aware of the size of the African continent by relating it to the USA, Argentina, India, Europe, China, and New Zealand and highlighting that they could all fit in Africa. A recommendation was made to use a world globe in teaching as often as possible, to favour such relation making and de-construct ideology by focusing on facts. An education pack entitled *African Poverty, European Wealth, Why? (2010)* designed for History and Global Citizenship at KS3 and cross-curricular teaching also expose liberal myths. This pack, which emanated from the *Partnership for Change* RISC project (see description in Appendix 4.2), focuses on challenging seven key myths, and on proposing alternative representations in posters. The myths, under scrutiny, each relate to a specific historical period:

Historical period	Myths
Pre-16th century	Africa has always been poorer than Europe
17th-19th centuries	European campaigners ended slavery
1880s-1940s	Europeans gave Africans an infrastructure
1950s-1980s	Africans are corrupt, that's why they are poor
1990-2000	Africans can have the same standard of living as Europeans

Table 5.1 Liberal myths about the relationships between European countries and African countries   Source: RISC (2010)

e- Relation making between various perspectives

A video of a public speech entitled 'The danger of a single story', Adichie (2009) was shown to student-teachers during interventions in GCE observed by the researcher on 17th March 2015 and 26th March 2015. This speech is about the importance of taking different perspectives into account and about the situatedness of perception.

5.2.3 A pedagogy making use of visual representations

The RISC pedagogy would not be what it is if it were not based on using and making a great variety of visual representations to mobilise the power of visual learning.

a- Enriching the visual for education

Photographs are used in activities proposed by RISC to teachers for classroom use. An activity uses pictures with flaps: when the flap is on, one part of the picture only can be seen whereas when the flap is lifted, the full picture can be seen. The part of one picture shows a wealthy neighbourhood, when lifting the flap one discovers that this neighbourhood touches slums. It is thus acknowledged that very rich and very poor people can be living very nearby, that diversity exists locally rather than only between different localities. The same type of pedagogic strategy is used in a brochure of WEB (WEB brochure presenting WEB's work between 1981 and 1988): there is a map of Berkshire compiled by WEB. On this map, one can see things that one usually finds on maps like cities. One can also see less usual elements on the map like nuclear plants.

An interactive visual game challenging stereotypical visual representations of countries can be accessed on RISC website (http://www.risc.org.uk/unlock/ 2016).

The following postcards were used to raise awareness of the EC-funded *Quality or Quantity?* project (presented in Table 4.2), they were published in English, Czech and Slovak, the three languages of this European project.

Photographs 5.1 and 5.2 Flyers presenting the interactive online activity 'which country?'
Source: RISC

b- Exemplifying interventions in GCE

RISC make videos to exemplify and promote their interventions in GCE
(http://toolkit.risc.org.uk/videos/ 2016). In these videos, different people present their
perspectives. Thus the videos render a plurality of voices, who together collaborate for the
design and delivery of interventions in GCE.

c- Visual environments in RISC building

RISC use their walls to display GCE initiatives. For example, RISC has a solar panel that produces the electricity needed for the garden irrigation system to function. The following display is present in the conference hall of RISC:
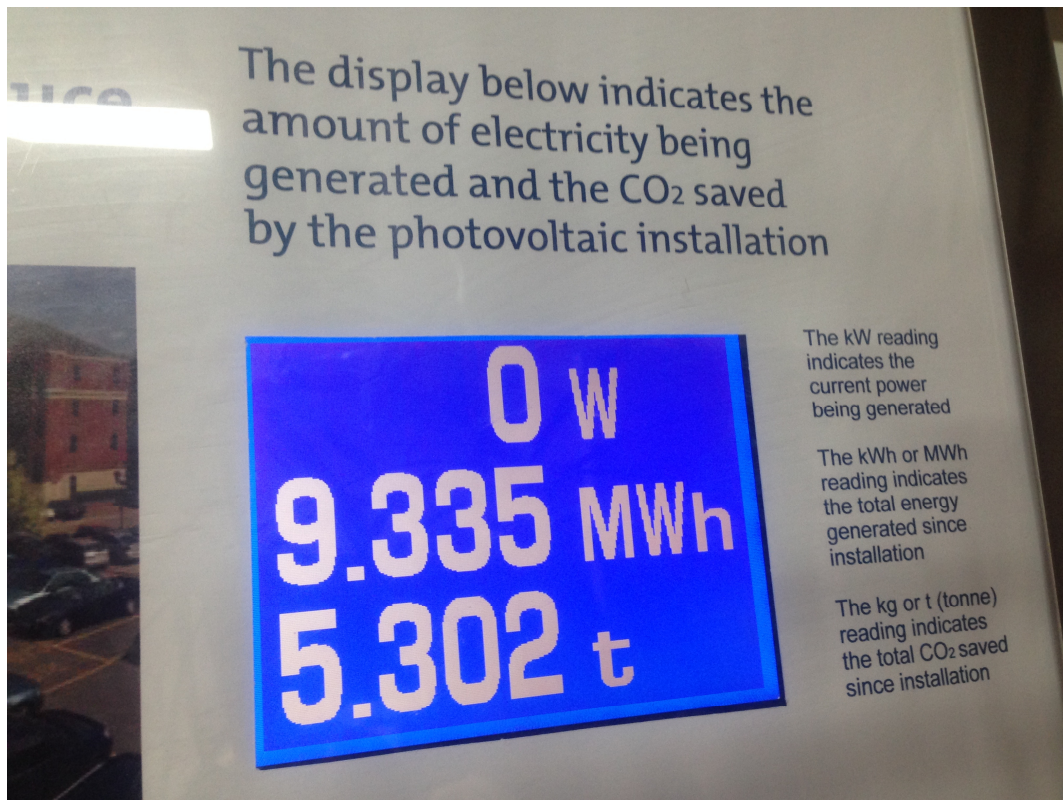
Photographs 5.3 and 5.4: RISC solar panels Source: pictures taken by the researcher on 10th November 2015

This display tells about the importance of renewable energies via RISC's self-production of electricity. Thus a big issue is seen through a concrete action.

d- RISC and art

RISC's use of the power of visual learning includes the use of art practices. RISC is itself engaged in visual art practices and supports others' visual art practices. RISC designs and organises photo-exhibitions. A variety of art events take place at RISC. Through art events, RISC aims to engage the community across all cultures.

Photograph 5.5 Call for submissions for the ReadArt exhibition Source: photographed by the researcher in RISC Global Cafe

This poster invites submissions for an exhibition of artworks about Reading at RISC. There is no restriction on the medium that one can use, the only restriction being that the work relates thematically to Reading itself or the immediate local area. One does not have to be a professional recognised artist to make a submission.
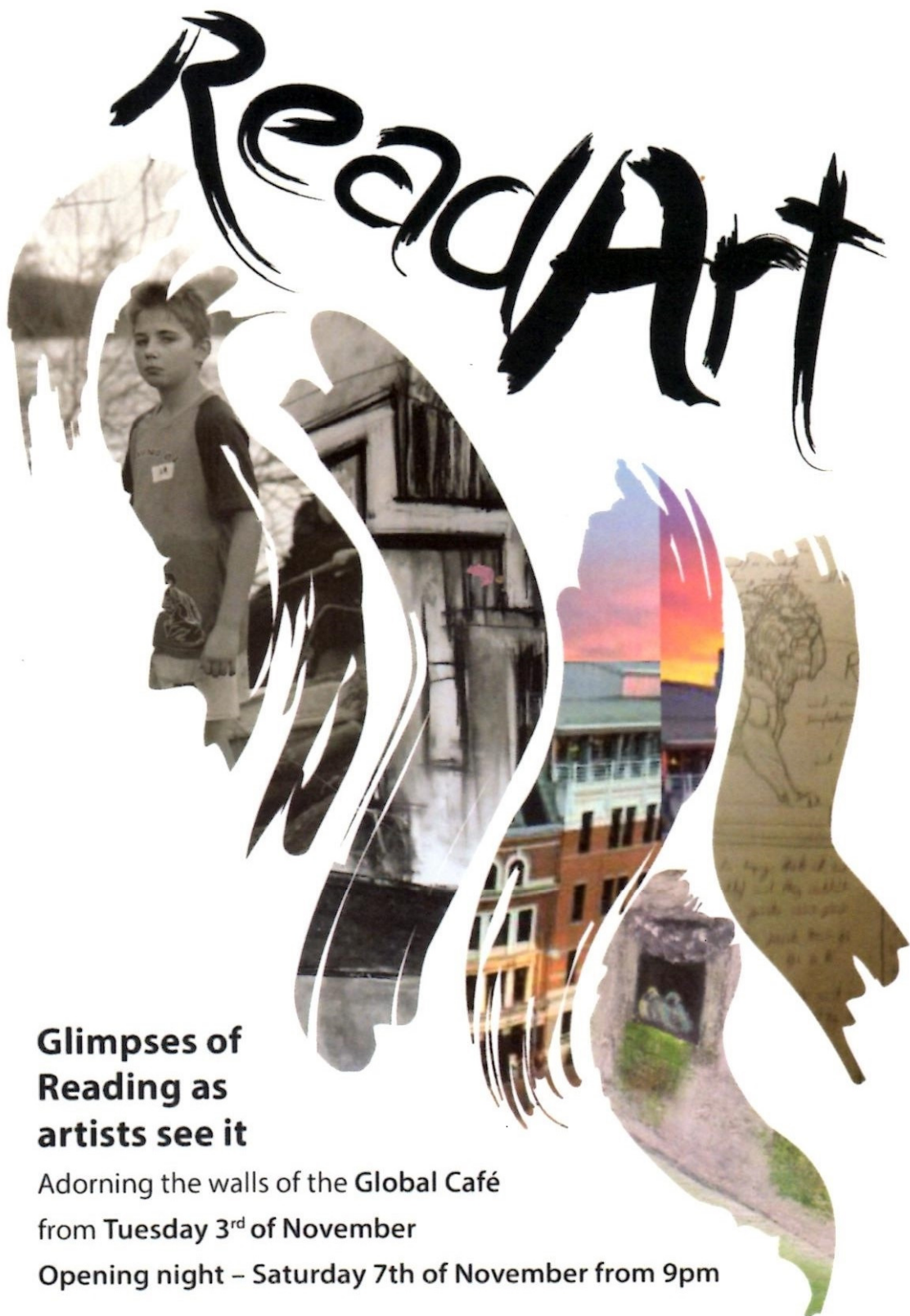
Photograph 5.6 Flyer for the ReadArt exhibition Source: collected at RISC by the researcher

This flyer promoted the corresponding exhibition. As well as illustrating RISC use of the visual, this exhibition illustrates the importance given by RISC to democratising the making of art and education.

The partnership between RISC and the Art Department of the Institute of Education of the University of Reading is another example of RISC's relations with art. The partnership has led to the development of 'ways that Global Citizenship – and particularly challenging stereotypes – might be addressed through the Art curriculum' (Hopper and Lowe, 2014, p.1). This RISC Art teacher-training project was inspired by a public art exhibition in an art gallery, the Africa Remix exhibition at the Hayward Gallery in London in 2005 (Hopper and Lowe, 2014, p.1). RISC's publications entitled *Participate* (see Appendix 4.3) are resources for educators which contextualise work of arts from around the world in their context of production and in their cultural context.

RISC has also collaborated with the October Gallery:

> Founded in 1979, October Gallery, in central London, exhibits innovative, contemporary art from around the world. For over 35 years, October Gallery has pioneered the development of the Transvangarde - the trans-cultural avant-garde (from the October Gallery website www.octobergallery.co.uk 2016).

e- Visual representation and citizenship in the public sphere

Visual representation is used to accommodate and categorise the positions, opinions, attitudes and knowledge of the members of the public. For example, the warm-up to start the launch event of a RISC publication used prompts such as 'stand up if you are a teacher', 'stand up if you are an evaluator', 'stand up if you work for RISC'. Such use of visual representation is about positioning oneself in a public, expressing publicly one's opinions, and developing public sphere literacy. This strategy is also used by RISC in their interventions with student-teachers:

Photograph 5.7 Student-teachers expressing their opinions in public Source: RISC

5.3 Which social and political principles are enacted by RISC?

This section aims to focus on the social and political principles employed by RISC to navigate a constraining environment; and to enact such a rich pedagogy. Four types of social and political principles emerged from the empirical analysis: the very individual form of critical expertise developed and diffused by RISC; the importance given to collaboration, location, and solidarity; maximising financial independence; and assuming through practices critical and pragmatic social constructionism.

5.3.1 Critical and alternative expertise

A very specific form of expertise has been developed by RISC and their collaborators over the years. As highlighted by the participants who are not employed by RISC, the RISC quality of work is very high:

> I am always amazed of the quality of the work that they undertake (Dan).

> I think the expertise that [RISC] have is really outstanding, so having worked with Barbara, having worked with Louise, and having worked with Liz over the years, you know the quality that we get from them is really exceptional (Sarah).

This specific expertise enacted, developed, and shared by RISC (expertise on which such quality of work is based) is here characterised from the perspectives of the participants.

a- Expertise in GCE

> I think [RISC] are hugely knowledgeable... really knowledgeable. When I watched them work with students I've just gone 'flip I couldn't have done what they did. If I hadn't have them, I couldn't have done even a tenth of what they do'. Yes knowledge of the world, knowledge of the people, knowledge of ... because they do all this integrated curriculum stuff with PGCE .. and just their ability to know the curriculum, know the frameworks, know their subject of global citizenship and then kind of put it all together (Helen)

> I am just thinking about their status, RISC status in the world of development education in the UK and just thinking actually their status is fantastic. It really is at the top of provision in the UK. Their expertise is very high within the Development Education and Global Education providers (Mary).

RISC experts are very knowledgeable in terms of past and present education policies. In parallel their work remains useful to educators independent of the education policies being enacted. This is done through taking into account pre-existing conceptual frameworks without using these conceptual frameworks as heuristic tools. Rather they are mobilised discursively to support teachers making links between RISC methodology and frameworks proposed in national policies.

The RISC expertise in GCE is also based on RISC members and their collaborators being involved in GCE policy making. Pete replaced the WEB's founder, Anne Yarwood as the UK representative in the European Development Education forum in 1991. RISC and their collaborators have contributed to both the delivery side of policy making and the design and diffusion side of policy making on a long-term basis at the local, national and European levels.

> If I remember well, back in 1988 I participated in international activities that were trying to figure out how to coordinate development education actors at the European level. One of the ideas was to implement a study of what was happening in the different countries. Together with the British colleague Anne Yarwood we got a small contract to review different countries and so I also interviewed people in RISC based on an initial contact established with Martin Mikhail who introduced me to the way fair trade products and initiatives were integrated into RISC activities (Alessio)

I went with Barbara to a big conference in the Netherlands for example. We were very inspired by the World Shops movement in the Netherlands that was celebrating its twenty-fifth anniversary at that point and there were like two thousand world shop volunteers in a big auditorium, government ministers on the platform, it had a very high profile (Martin – member of the collective).

b- All-round, reflexive and shared expertise

- **All-round expertise**

It's a brilliant all-round Development Education Centre I think (Mary)

One of the things I am always amazed at is the vast variety of things that [RISC] get involved in (Dan)

From its origins, RISC have developed an expertise in bringing together a variety of issues:

For example way back… even in the origins of RISC in the early 1980s when there was the all kind of anti-nuclear, peace movement element. That was also the time when gender politics, sexual politics were coming together with race and everything else. I think that RISC was quite innovative in bringing some of those elements into Development Education (Dave – member of the collective).

The expertise is all-round because of the variety of activities proposed and/or supported by RISC, and of the variety of issues being re-presented, but also because developing this all-round expertise has involved intellectual and manual work:

And after my PGCE I worked on City Farms in Bristol, working with unemployed youths, so this was the late seventies. So that was a first kind of practical experience of work with sustainable development within the UK context, and trying to make young people aware of issues as well as giving them skills (Dave – member of the collective).

RISC has got so much experience in managing its own building, it's a very very distinctive building, a very historic building and the conversion of that building and its day-to-day management and use is a project in itself and other the years they've developed enormous expertise (David).

My role is an overarching one, my job title is the centre coordinator and I am responsible for the building here, managing tenants' organisations, supporting the trading activity and cleaning the drains literally (Martin – member of the collective).

RISC all-round and generalist expertise is very different from the variety of segmented expertise favoured by the dominant economic model. Rather than attributing one type of expertise to different professionals, the same professionals built up a variety of expertise.

- **Reflexive expertise**

The participants collaborating with RISC characterise the form of reflexivity enacted by RISC experts.

> RISC are never judgmental so ... the advice that they offer is just purely a suggestion (Sarah).

> [RISC] are not patronising, they care but they're not sort of ... they are realist I suppose. They're not patronising and they just present a different view quite objectively I suppose (Helen).

> What I really like about RISC is that they come at the education angle from a completely different perspective to any other organisation that we work with (Sarah).

> … RISC recognises that there are differences between education and campaigning but it knows how to promote and address both (Pete).

RISC experts are themselves aware of the complexity of their work, as expressed by Dave:

> How can you introduce complexity? For example… the work I am doing on Islamophobia at the moment, ah! How do you structure a discourse on terrorism (Dave – member of the collective)?

> … It's very easy to criticise but it's much more difficult to come up with viable alternatives given people's realities (Dave – member of the collective).

- **Shared expertise**

The form of expertise developed by RISC is to be shared:

> [RISC] are an organisation in the know, they do know many others active in this field and if they cannot provide the service or the resources or the information that's required they probably know someone who can and would pass that person onto them (Pete).

> RISC can be very critical of others' work, even in the same field. But people shouldn't shy away from their challenging questions; they should consider how pertinent they are to the way they are actually running their own areas of work in development (Pete).

The RISC expertise is also shared in order to contribute to the DE movement as a whole:

> So I think it's to the benefit of the development education movement really that we collect evidence of how important this work is, and how doable it is (Barbara – member of the collective).

c- Public expertise

Considering the participants' views, the RISC expertise can be seen as 'public' because of varied interacting characteristics.

- **Inclusive public**

RISC's interventions in GCE are designed so that all members of the public are potentially included:

> We've got to be educating not just our children… but you know everybody into this (Sarah).

> I know they have a very successful shop. For example they are more than just a Development Education Centre. They are open to the general public (Rob).

> People who would not come to a meeting about the World Trade Organisation may come to a garden open day because they may see some nice plants, get some nice smells and taste. But then it's a way in which we could then, through associated workshop or just through the tours that we give, flag up all kinds of issues for example I usually include stuff about intellectual property rights around plants, that kind of things (Dave – member of the collective).

> The idea was that families come together, that we provide the tuition, but that parents, children, grandparents all learn together (Dave – member of the collective – referring to the *Food4Families* RISC project).

- **Societal expertise**

A very particular character of RISC is that it is made by people trained for and engaged in parallel in three societal roles: teachers, experts and activists. These three roles are co-constructed and thus given a more inclusive quality and a more embedded strength. Experts and activists can be seen as having different roles towards society, different public roles. One could say that teachers are given a role in societal continuity, experts explain how society works, and activists aim to change how it works. These roles are traditionally differentiated whereas RISC have developed a more in-depth societal expertise as characterised by Dave:

> This takes us to 1988 which is when I went to Nepal and spent some time working on child labour rights with NGOs. In those days it was a pre-democracy time, so it was underground. So that was very important because it was kind of seeing things in greater depth (Dave – member of the collective).

- **Cultural resistance**

RISC are very much aware of the contribution of dominant images to the reproduction and to the making of inequalities: 'all forms of discrimination are perpetuated by the production and

ready consumption of distorted images' (WEB brochure presenting WEB's work between 1981 and 1988). The visual environments created by RISC throughout its building (as presented in Chapter four and in this chapter) are a constitutive part of the pedagogy for GCE that it practises and promotes – in effect a form of campaigning.

- **Expertise in re-presenting public issues through alternative practices**

The RISC expertise is also public in that it tackles issues in which we are all interested:

> It is quite interesting in climate change adaptation mitigation there's a lot about energy, reducing consumption of energy that kind of things, micro-generation, but there is much less in terms of food. That's where we feel [community-based food growing] is a particularly interesting and quite innovative approach to climate change. That is our new sort of development (Dave).

> I guess [another challenge is] always being aware of new possibilities, thinking strategically, thinking what the next big issues are and how they can contribute their expertise (Rob).

- **Favouring varied forms of participation**

RISC can be seen as a set of inclusive spaces for different forms of participation: consuming differently, training as a professional, meeting other members of an activist group, sharing and practising with others a hobby.

> For a lot of the people who become activists in the groups that meet here, their starting point is entering the building to buy some tea or toilet paper, or buying our coffee, or as I said coming to a salsa class and they see posters or they see information about book groups or film clubs, or volunteering opportunities (Barbara – member of the collective)

- **Minimising power differentials in social interactions**

The RISC expertise is also based on democratising social interactions so that it is possible for participants to participate as equals, as illustrated by Dave:

> So for example in the school global garden project that was a really interesting thing, we were trying to encourage school garden twinning. Because at the time, the government was this is in Gordon Brown time, he was saying that every school should have a twin an international twin, we were saying that there're big problems with twining, because of the power relationships, but that one way to break down barriers was to twin on school gardens (Dave).

5.3.2 Collaboration, location and solidarity

The forms of individual expertise developed by interacting professionals just characterised co-constitute the working principles re-presented through and in social interactions by RISC: collaboration, location, and solidarity.

a- Collaboration

The competition between individuals and between Nation-States is exacerbated within the dominant ideological context whereas RISC enact collaboration in everything they do and with everybody and reject as much as possible competition.

> I think that there are different aspirations within RISC. So I would need to be kind of more up-to-date with RISC dynamics to describe their dominant or different aspirations. As a general impression I can recognise the vision to try and implement economic relations and ways of living that are alternative, critical, different from dominant economic relationships. I don't know if that is an aspiration. But it is surely something that is part of their identity I would say (Alessio).

RISC enact collaboration within the organisation and outside the organisation. Dan, currently a RISC trustee, highlighted that the RISC collective (presented in Chapter four) exemplifies that it is possible to organise in a non-hierarchical manner:

> One of the things that I find inspiring about this particular organisation is the cooperative manner in which it works. It works as a collective and it's a real example to an awful lot of other organisations that feel that the only way you can organise anything is in a hierarchical way. Probably one of the reasons why I was really interested in joining, becoming part of the organisation, was precisely that because we still hear so often that you can only run something by having one leader. Although everybody talks about distributed leadership, that doesn't happen in many organisations. I particularly liked the notion of the collective, the fact that you've got people who've been working in the organisation for years and who would be seen as very senior figures yet see themselves if you like as equal to others in the organisation (Dan).

Unlike most organisations, RISC's senior managers, the collective members, are not in competition with one another. RISC's success is also based on close working relationships between RISC experts and the volunteers they train.

> I also love the fact that you have so many people who are prepared to volunteer. Indeed, the organisation depends heavily upon the work of volunteers (Dan).

In terms of collaboration outside the organisation, the form of collaboration practised by RISC aims to favour a variety of located practices, in the same locality and in other localities,

whereas business competition generally diminishes the diversity of competitors and the number of competitors who are getting bigger.

> We would like there to be a Development Education centre in every town like there is a sport centre, an art centre in every town (Barbara – member of the collective).

RISC contribute to maximising the number of DECs and support other DECs to be sustainable:

> RISC has always prioritised the well-being of other centres like ourselves, we don't see ourselves in competition with others although where there is a limited pot of funding obviously sometimes we are. We've always try to promote other Development Education Centres and to support them where we can (Barbara – member of the collective).

For RISC, being located involves supporting events organised by other local NGOs and activist groups. In the entrance to the RISC World Shop and in its Global Café, everybody can access information about a variety of events and initiatives organised and promoted by various organisations. Examples are events organised by Reading Quakers in association with the Reading Equality Group, Action Atomic Weapons Eradication, and Friends of the Earth.

Reading Quakers invite you to a not-a-hustings on Economic Inequality
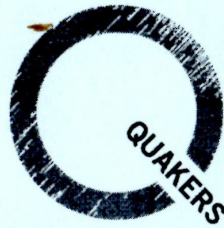
Britain has become one of the most unequal countries in the developed world.

Our rich are richer than the lords and ladies of Downton Abbey, whilst our poor struggle to feed their children and to find a place to sleep.

Economic inequality has been shown to cause problems for the poor, and for the rich, and for us all- in physical and mental health, in crime, in trust, in education, in our economy.

We have choices. Come and discuss what to do about economic inequality, with other concerned people including local politicians of most parties.

Wednesday 1st April 7:30pm-9:30pm
Reading Friends' Meeting House
All welcome.
In association with Reading Equality Group

Photograph 5.8 Flyer advertising an event about economic inequality organised by Reading Quakers   Source: Reading Quakers (flyer collected at RISC)

ACT SPEAK VOTE ▶ DISARM!

WE HAVE A ONCE-IN-A-LIFETIME OPPORTUNITY TO SCRAP TRIDENT AND BAN ALL NUCLEAR WEAPONS.

The next general election (in May 2015) will be critical in deciding whether or not the UK commits to ending its reliance on nuclear weapons, and commits to negotiations on a global treaty to ban all nuclear armaments, worldwide. In 2016, the next British government will make a final decision on contracts with BAE Systems to build a new generation of Trident nuclear submarines. The British people do not want or need any more nuclear weapons.

Since February 2013, Action AWE has shone the spotlight on Britain's Atomic Weapons Establishment (AWE) at Aldermaston and Burghfield, in Berkshire. These nuclear bomb factories research, design, test and manufacture Trident nuclear warheads. Before a final decision has been taken on replacement, the government has already squandered billions of pounds on upgrading AWE Aldermaston and Burghfield.

To stop them wasting even more of our much-needed public resources, the British people have to **act, speak and vote** against Trident replacement. It is wrong to spend money on Trident, which is inhumane and would cause a terrible humanitarian catastrophe if detonated – by accident or intention. Our security requires properly funding education and the NHS, not making more deadly weapons of mass destruction.

We want to make clear to all candidates that we will no longer tolerate our money being spent on WMDs. We want Britain to join negotiations on a treaty that will prohibit nuclear weapons, and require their total elimination. Such a treaty is already backed by the UN and most nations in the world, and could be achieved in the next few years. We should make sure the UK is on board, not wasting our money on replacing Trident.

ACTION Atomic Weapons Eradication www.ActionAWE.org

Photograph 5.9 Flyer promoting nuclear disarmament by Action Atomic Weapons Eradication
Source: Action Atomic Weapons Eradication (flyer collected at RISC)
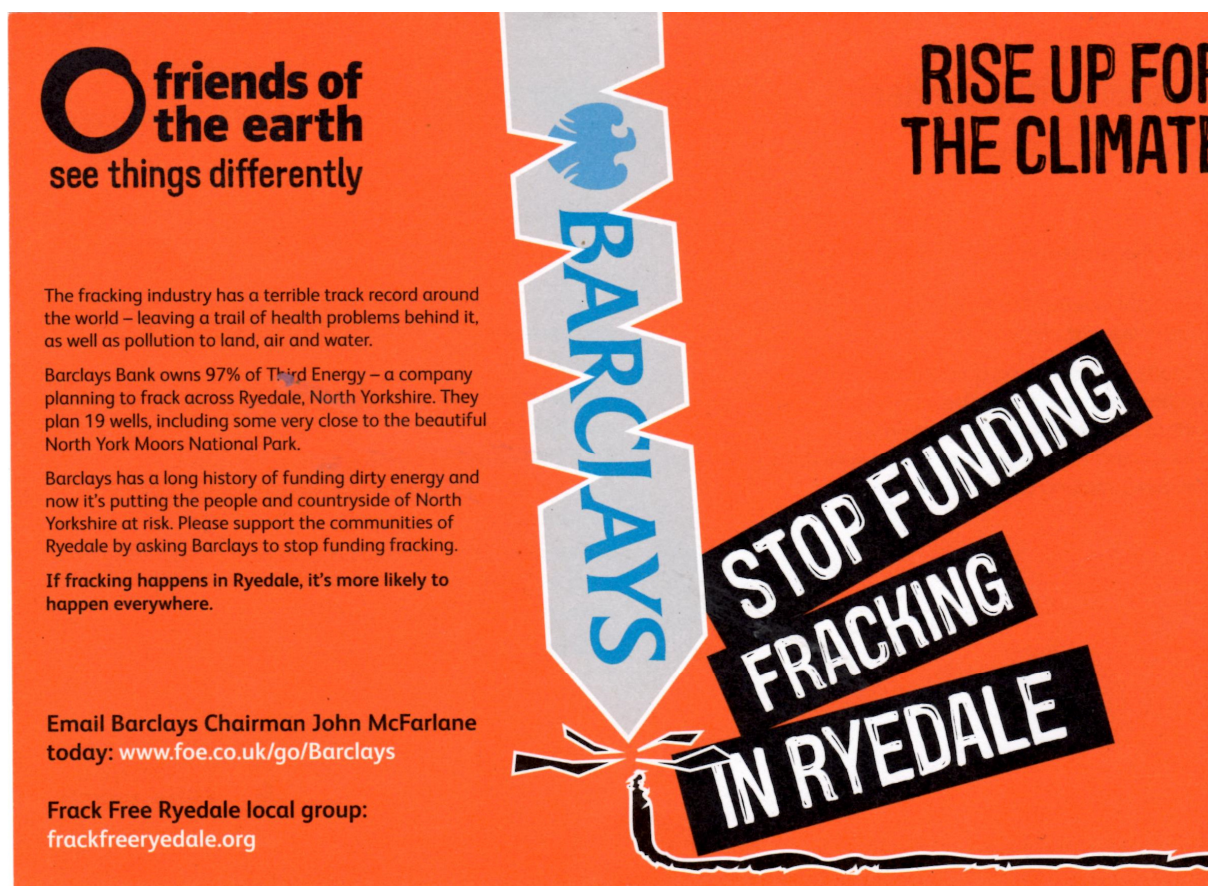
Photograph 5.10 Flyer of Friends of the Earth promoting emailing Barclays chairman about fracking funding   Source: Friends of the Earth (flyer collected at RISC)

The Quakers, Action Atomic Weapons Eradication, and Friends of the Earth have different traditions and strategies for action but they share their commitment to social change, for a less unequal and a more sustainable society. Another way in which RISC support the work of other local NGOs is by hosting their events (as example, see events hosted by RISC during the 2015 Reading International Festival in Appendix 5.4).

Collaboration, as a working principle, is also exemplified in the network of interactions mobilised for the activities of RISC World Shop. Rather than working with a few suppliers, RISC favour working with a great variety of suppliers. This is evidenced by the non-exhaustive list of providers, compiled by the researcher while walking around the shop and presented in Appendix 5.7.

RISC's interventions in GCE are based on a wide range and network of collaborative relationships locally and between localities. Despite being critical, RISC have managed to establish long-term relationships with institutions representing the Nation-State (schools and

universities), and with local, regional, national and European state-based governance. The support of Reading Council has favoured RISC's institutionalisation of critical GCE, as highlighted by David (Leader of Reading Council from 1995 to 2008):

> Reading Council over a twenty-five year period has made it clear that it is very supportive of RISC, despite all its funding constraints (David).

As also suggested by Pete, the institutionalisation of critical GCE by RISC is based in part on RISC being recognised as a legitimate actor by local authorities:

> I think [RISC] take their responsibilities to promote what they do to the local authorities seriously and are recognised by Reading City Council as the place to send people who are in any a variety of ways interested in the whole range of interrelated issues (Pete).

Sarah, head teacher of Redlands Primary School, explained how her school's relation with RISC has evolved over the time; and Dan characterised the ways in which RISC collaborate with schools:

> So it's kind of progressed from the loan system where we've borrowed all kinds of different artefacts from RISC and books and so on to much more of a kind of collaborative working relationship where we help them with their research. They come and work with our children. They've done global audits giving us pointers about how we can improve what we're offering children in terms of the global dimension. Most recently us becoming an expert centre for the Global Learning Programme which has been sort of the last 14-15 months. So it's kind of been an evolving relationship that's just got stronger over the years really (Sarah).

> For me, as an adviser working with local schools, one of the most exciting and important aspects of the work undertaken by RISC is the superb training and resources they are able to provide for whole school communities, including teachers and governors (Dan)

b- Location

A long-term strategy of RISC has been to develop a public profile and accessible public spaces.

> One of the problems with some other Development Education Centres is their invisibility. You can be in the same street as one and not know it. Whereas RISC has a high profile in Reading and although people might have different views of what it's about, there's something, some kind of general understanding about internationalism and solidarity action, so even people who are very new to the town would come and say 'oh can you tell us where the Amnesty group meets or can you tell us where Friends of the Earth meets you know or one of the other hundred of groups that meet here, can you tell us how we can be in touch with them?' So it's good to have a big frontage, be in your face a bit you know that's quite important. So that's part of RISC philosophy, it explains why

we are the way we are, why we put money into a shop and a café not because we want to run a shop and a cafe, because it's a strategy that works (Barbara – member of the collective).

I think what I always liked at RISC it is both the ability of promoting some lines of work with continuity as well as of offering a place where you can meet a diversity of positions, of efforts to work in this field (Alessio).

For RISC, being located involves working with a great variety of the public (the general public, educators and other professionals, marginalised communities, children), within a diversity of public spheres and spaces for participation.

I think RISC had the ability to develop a significant territorial role, especially by buying over the time the building where they operate and integrating a cafe restaurant, library, fair trade and training spaces also. In other words by going beyond a "project-centred" organisation towards a more structural presence in Reading that is able to integrate different professions and professional competencies and at times also different types of interests under the umbrella of, I would say, a solidarity approach to both local and international issues (Alessio).

The institutionalisation of critical GCE by RISC is based in part on this territorial role. Some of the events organised by RISC in Reading have led to other events or organisations. RISC was a major actor in setting up Reading International Development Forum (RIDF), a network of environmental, human rights, trade justice and community group. Reading International Festival (RIF), which takes place each autumn, was born of RIDF. The programme of this festival shows up 'the many internationalist activities, twining links and solidarity in Reading' (RISC website www.risc.org.uk 2015). Another example of RISC's contribution to the local institutionalisation of processes is that its work with refugees led to the creation of an independent organisation, Reading Refugee Support Group (RISC, 2006). Moreover, RISC Fair Trade project permitted Reading to become a Fair Trade town in 2004 (RISC, 2006).

c- Solidarity as action and as attitude

For RISC, solidarity is both about action and attitude:

In terms of the people we are working with directly as teachers and indirectly as pupils or students, put simply, we are looking for the disposition of solidarity being manifested in the willingness to take informed action (Email exchange with Barbara – member of the collective)

It's about every child understanding that they have the ability to make a difference in the world and that one small voice can actually make massive changes (Sarah).

What we want is for people to take solidarity with other people around the world (Martin – member of the collective)

Our philosophy of Development Education […] is that for people to empathise or to be in solidarity with others you often have to start with where you are yourselves in your own community.. look at your own lifestyle and work locally within your own community so that through that you can begin to empathise more with others (Martin – member of the collective)

5.3.3 Maximising financial independence

Maximising financial independence is a strategy for long-term (financial) sustainability used by RISC. Critical GCE as practised by RISC is simply not possible without some financial independence. This financial independence comes from maximising self-funding, maximising the variety of funders, and minimising costs. In terms of self-funding, Martin characterised the strategic importance of being involved in retailing activities for the sustainability of educational campaigning:

> [In the Netherlands] the fair trade side moved and split from Development Education and we didn't want that to happen for two reasons. One because we felt it was very important to have that practical solidarity action here but it was also a very important way of us fundraising money through retail that we could then put back into the education campaign work that we did so it made us get a broader financial base than many other Development Education Centres which has proved vital in recent years since most funding has been cut it's very severe. So it's given us a broad base of funding where… so we're not totally reliant on grant aided funding (Martin – member of the collective).

Over the years, RISC has received funding from a great variety of funders (such as Oxfam, Reading Council, DFID, EC, the Earley Charity, the National Lottery). Financial independence is thus maximised through a wide network of collaborative and supportive relationships. It is also maximised through minimising costs in different ways.

One way previously discussed concerns the expertise of those making RISC: the depth and breadth of their expertise means that the money spent on services provided by professionals external to the organisation is minimised. RISC also minimises its costs thanks to the continuous contribution of volunteers to a variety of activities of the organisation.

> I was obviously involved in negotiating the purchase of the building, it was derelict, it had been empty for 8 years and it took us about two years and 200 volunteers to renovate it on shoe string so my role was coordinating that re-development and to what you see now (Martin – member of the collective).

Moreover, RISC practise and promote the re-use of items for environmental and financial sustainability. Through the auction website, Ebay, unwanted items are turned into 'much needed cash for the charity' (RISC leaflet entitled 'Volunteering opportunities 2015'). Costs are also minimised by the fact that RISC collective members are all paid the same low salary which does not reward economically their expertise, nor the number of hours they work:

> [RISC] do work very long hours (Mary)

Interestingly, being paid a low salary has created long-term funding opportunities for RISC:

> When we initiated the [Earley Charity Worker] scheme we discovered that the people at RISC had a much lower salary than most of the other people within the voluntary sector, for example the people at Reading Voluntary Action… so we looked for ways where we can put a little bit more money into RISC and then it was drawn to our attention that at that time the workers at RISC had no pension for their retirement at all. So in addition to paying our Earley Charity Worker, who at the moment is Martin Mikhail (Martin's entire salary and associated costs are paid by the Earley charity), in addition to that we provide pension funding for all the other full-time workers (David)

5.3.4 Enacting critical and pragmatic social constructionism

In part because discourse and practice are not dichotomised, it is possible for RISC to consistently deliver philosophically-grounded interventions.

a- Against neutrality

The constructionist worldview adopted by RISC challenges the objectivist notion of teacher's neutrality. It is not necessarily easy to challenge this objectivist neutrality value. This difficulty was expressed by the representative of a partner organisation in the RISC *Quality or Quantity?* project, at the launch event. One's specific ideological, professional, cultural context can render difficult adopting a constructionist view of teaching/learning, policy making and evaluation.

b- Changing definition of key concepts

> I would like to see a return to the view that you cannot assume that global citizenship education had a clear definition which then became set in stone. It's a fluid requirement that it is constantly changing and is being challenged by events going on in the world. It requires a continuing dynamic dialogue between everyone engaged in how we learn, how we educate about these issues, and how we respond to them in ways which underlay our essential common humanity with clear systems of values and beliefs that actually make sense to young

people and the world they will inherit; with all its technological immediacy of information (Pete).

This dialogue against reification favours the resonance between concepts and practices, discourse and action, GCE and citizenship.

c- Learning and the depth of questioning

The form of learning promoted by RISC is non-dichotomic and non-objectivist. It favours learning as an increase of the depth of the questioning that one can formulate and as something that favours associated behavioural change, rather than as a pre-defined set of learning objectives.

d- Learner and teacher

RISC's participative pedagogy favours de-reifying the categories of 'teachers' and 'learners' and acknowledging the fact that we all are teachers and learners.

e- Constructionist evaluation

Alternative evaluation practices, which take into account perceptual and attitudinal changes and diversity, cannot but be based on a constructionist viewpoint. At first sight, RISC and PwC can be seen as doing the same: designing evaluation systems and mainstreaming them. However they are not doing the same with regard to the dominant ideology: the model proposed by RISC assumes a diversity of practices and the social construction of knowledge whereas the one proposed by PwC is about homogenising practices and it assumes an objectivist view.

To access most funding, it is required to engage with objectivist evaluation frameworks even when the promotion of alternative models of evaluation is being funded (as in the case of the *Quality or Quantity?* RISC project). For example, EC funding recipients must follow a specific evaluation framework, 'Results Oriented Monitoring':

> Results Oriented Monitoring, or ROM for short, provides external, objective and impartial feedback on the performance of European Commission aid projects and programmes as part of the Commission's commitment to quality assurance' (capacity4dev.ec.europa.eu 2017).

Summary: RISC's environments for critical participation

Critical and pragmatic social constructionism is enacted by RISC in relation to the environments for participation which they continuously re-create. The environments for

critical action that emerged from the data are: place, publics, policies, funding, images/perception. These are spaces with which an organisation like RISC engages to deliver and design critical interventions in GCE on a permanent basis. These spaces are all material and materialised as well as symbolic and emotional.

Place

Publics

Policies

Funding

Images
Perception
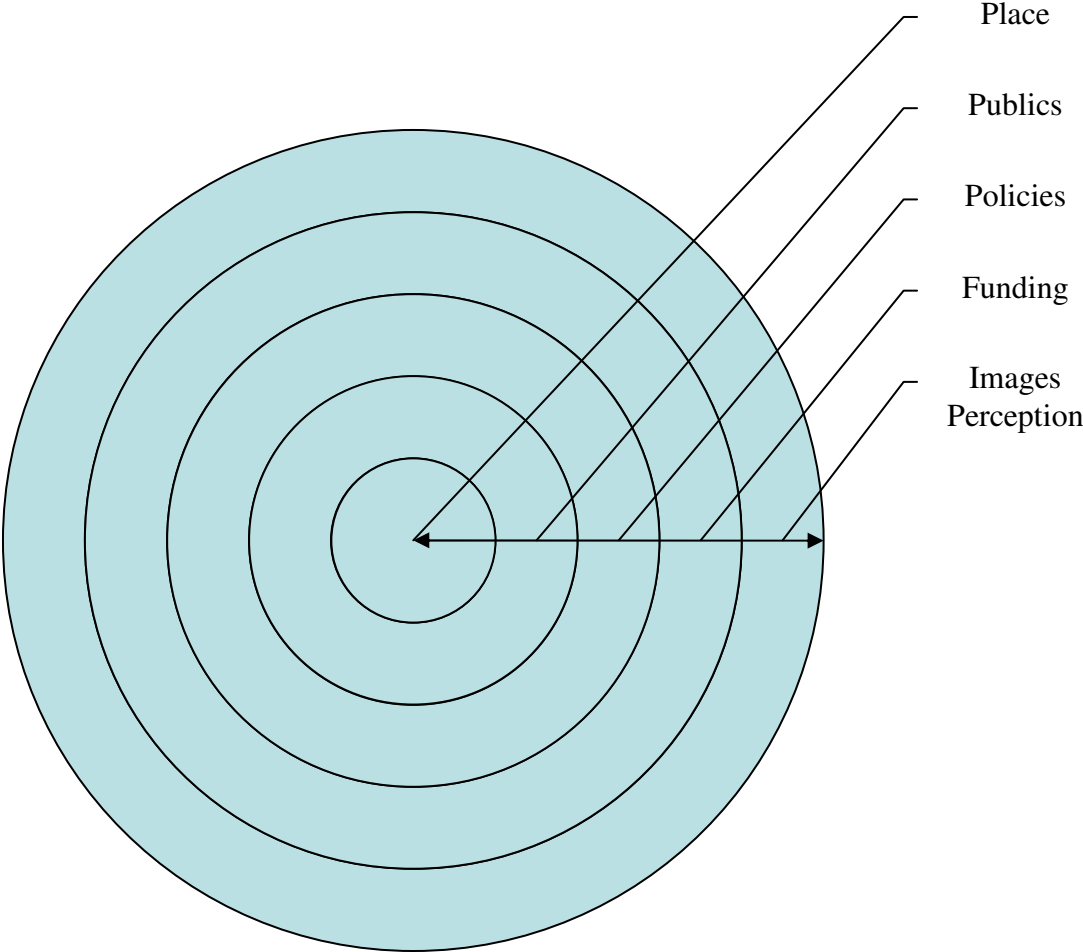
Figure 5.1 RISC's environments for critical participation

RISC has a place, which is accessed by varied publics and groups of individuals. RISC's interventions with these publics are situated in a policy context and permit engaging and co-constructing that policy context. RISC are active in policy making, that is in the institutionalisation of critical GCE practices, at the local, regional, national and international

levels. This policy environment is situated in a global funding environment, itself situated in a global perceptive and ideological environment. Thus RISC moves from a place to a perception, or from a perception to a place, through critical interventions.

> [RISC] aspiration is little by little to improve things to do with the perception of what we see and call the world (Helen).

From this characterisation of RISC's environments for critical participation, a framework can be proposed to research NGOs in terms of the sustainability of their critical education practices.

Environments for action	High potential for sustainable critical GCE	Low potential for sustainable critical GCE
Place	Open door policy	Closed door policy
Publics	Variety of publics	Specific public
Policy	High level of contribution to policy making	Low level of contribution to policy making
Funding	High level of financial independence	Low level of financial independence
Images Perception	Design and public diffusion of alternative images	Low level of contribution to the alternative visual

Table 5.2 Analytical framework looking at environments for action and associated critical GCE practices

Such framework could be used by educators and researchers to analyse the variety of organisations constituting the civil society. Organisations referred to under the common label of civil society or NGOs have very different political agenda. They could thus be analysed in terms of the social change or reproduction that they favour. This framework could also be used for NGOs and other groups of activists to reflect on their practices and the institutionalisation of their practices.

Conclusion

This case study research evidences the importance of NGOs in delivering critical GCE on a long-term basis: NGOs can work with the Nation-State and also favour alternative forms of citizens' participation. RISC mobilise jointly education policies, critical education, cultural critique, activism, inclusive spaces and alternative practices. RISC and their collaborators are experts in making public spaces truly accessible for all learners: equality is practised by RISC rather than declared (as is the case with globalising institutions, as discussed in Chapter one) For educational and social change purposes, RISC promote actively collaborative social interactions and construct their environment for actions.

Conclusion

The chapter presents the findings of the research using the research questions that underpinned the study, and discusses its implications.

What is Global Citizenship Education (GCE)?

According to the case study of RISC, GCE can be characterised as: formal and informal education, participatory education, global citizenship. These characteristics can be seen as the practical implications of embracing a critical and pragmatic constructionist worldview.

a- Formal and informal education

GCE practice at RISC is about the provision of a variety of formal and informal education strategies and interventions within the broad context of this area. These strategies and interventions involve a wide range of participants: student-teachers, teachers, head teachers, school governors, public authorities, teacher educators, local groups and communities, the development education community, and the general public.

b- Participatory education

For RISC, GCE is a participatory form of education. Similar to that proposed by Dewey ([1938] 1997) and Freire ([1970] 1996, [1974] 2005), the interventions are designed and delivered according to the perceptual environments of the learners, for example their personal experiences or the culture in which their actions are situated. No pre-established knowledge is promoted by RISC trainers, the knowledge assimilated is the knowledge that learners bring to the situation. RISC supports the building of public forums in which participants interact as equals and thus promotes, and enables, the democratisation of (educational) practices.

c- Global citizenship

Because RISC both teach and enact global citizenship (according to their working principles and policies), it could be argued that, for RISC, global citizenship constitutes GCE and GCE constitutes global citizenship. This is based on enacting a correspondence between discourse and practice that the work of Marx is credited for.

> The claim that Marx's method is scientific is not a claim that its logic is superior, or that it is more rigorous, but that it follows in thought (and therefore consciously takes part in) the movement of the process of doing (Holloway, 2002, p. 114).

Aiming for the correspondence between discourse and practice, and enacting that correspondence are constitutive elements of a form of education adopting a critical and pragmatic social constructionist worldview.

Which relations exist between GCE and global citizenship from a critical perspective?

For RISC, GCE is about practising citizenship and facilitating others' participation as citizens. GCE, as enacted by RISC, embraces many different practices that share characteristics such as: being motivated by social change, being inclusive, and involving rooted and active participation. GCE educators and teachers teaching citizenship will find the discussion useful to navigate the dominant illogical literature.

a- GCE, citizenship, and social change

In everything they do, RISC enact global citizenship as about taking action for social change and supporting others to do so. This action takes many forms, such as: participating in art events, making art pieces, consuming differently, getting informed about current issues, joining activist groups and campaigns, designing alternative educational resources and visual representations, gardening, education policy making. From the critical perspective adopted by RISC, global citizenship is about agency, social change and environmental sustainability. Agency is enacted as being both about our responsibility for the current state of inequalities and our power as agents of social change. RISC resist all forms of oppression and implement alternative practices. Critical philosophers such as Bourdieu (1986, 2003) and Foucault (2001) (see Chapter one), educational movements such as the development education movement (see Chapter two) and social movements such as the de-growth and transition movement or the Campaign for Nuclear Disarmament (see Chapter one) similarly conceive citizenship as about resistance.

b- GCE and global citizenship as situated practices

Moreover, global citizenship is practised and conceived as situated in social interactions and in social environments. This view is inherently critical considering that citizenship is dominantly conceived by national and global governance as situated in global environments, which comes to reifying our social environments into something we cannot participate in as normal citizens. Acknowledging that we are making our perceptual environment and mobilising these environments for learning are essential for RISC and for critical education (as characterised in Chapter two). It emerged from the research that the importance of visual

citizenship should not be under-estimated considering the negative and positive impacts that physical visual environments (advertising included) can have on perception.

c- GCE and citizenship as inclusive

In contrast with the ideology promoted by dominant institutions, RISC's enactment of citizenship is inclusive in various ways: citizenship is enacted as technological, political, social, economic, cultural, environmental and financial; and involves engaging with all types of controversial issues and inequalities such as racism, Islamophobia, climate change. RISC's concern is to empower all citizens, so that they can participate in public events and debates or simply represent themselves from different identity positions: as an individual, or as a member of a family, group, organisation, institution or culture.

d- GCE and global citizenship as direct citizens' participation

Global citizenship and GCE involve direct participation rather than being represented as a citizen by others. RISC's vision and practices of citizenship are captured by the concept of *enracinement* (translated in English as 'the need for roots') put forward by Weil (1949) to underline the importance of participating in the communities to whom we naturally belong. We naturally belong in that for example we live in the same place, belong to the same family or work together. RISC also evidences that, as proposed by Smith (1986, p. 136): citizenship evokes 'a sense of solidarity and fraternity through active social and political participation'.

What opportunities are available in contemporary society to facilitate the sustainable delivery of critical GCE?

From the case study, it appears that various strategies and associated sets of practices, if jointly mobilised, can create opportunities for the long-term delivery of critical GCE: working with the civil society as a whole; developing innovative practices; 'bridging'; designing and promoting alternative evaluation systems; developing financial independence; developing a reflexive and activist expertise, being involved in multi-issues activism and designing and disseminating alternative images that construct an alternative perspective.

a- Working with the civil society as a whole

RISC work with all the 'things' that are seen in the literature as constituting the Nation-State, the civil society included: individuals, groups of people, NGOs, and institutions representing the Nation-State. From the case study, it comes out that being legitimated by state authorities

(be they local, regional, national, European) is a factor essential to facilitate the sustainable delivery of critical GCE. This legitimacy can be built through policy design and policy delivery. From researching GCE as practised by RISC, it comes out that sustainable critical education takes place at the meeting of policy design and policy delivery: by influencing the making of mainstream national policies and by delivering them, an organisation presents itself as a legitimate education policy maker and provider; this legitimacy can in turn be mobilised to legitimate more critical practices. The implication is that to characterise sustainable practices in critical education, researchers and educators must look together at policy design and policy delivery.

b- Developing innovative practices

RISC is responsible for many innovations such as bringing together Development Education and fair trade retailing; developing a multi-activity and a multi-public centre; being organised as a collective; and developing a roof forest garden to solve the problem of a leaking roof.

c- Bridging

RISC's practice of 'bridging' is also essential if critical GCE is to be delivered on a long-term basis. Thus bridges are built or alliances made between: campaigning and education; education and citizenship; education and development; social and educational movements; objectivist and constructionist frameworks; and NGOs, public institutions and communities.

d- Designing and promoting alternative evaluation systems

The long-term delivery of critical GCE, as revealed from the case study, is in part due to designing an alternative evaluation system that can render (qualitative) attitudinal changes. This is in contrast to the standard evaluation practices promoted by powerful globalising businesses and multi-lateral organisations, where knowledge appears to be constructed independent from social relations and dissociated from perception. RISC challenge this denial of the social construction of knowledge and of individuals by designing a teaching and evaluation model that acknowledges that learning and teaching are situated processes and that knowledge is made through interactions.

e- Developing financial independence

Being at least partly self-funded seems to create opportunities for the delivery of critical GCE. The most critical interventions in GCE may not get externally funded but be delivered on a

long-term basis thanks to self-generated income. From the case study, some level of financial independence appears as a key factor for the continuity of critical education.

f- Developing a reflexive and activist expertise

Last but not least, the long-term delivery of critical GCE is based on a team of expert educators working together, who have the skills and commitment to continuously develop and re-construct their expertise, and are willing to accept to be paid a low wage that does not remunerate their level of expertise, nor the time taken to develop it.

The case study exemplifies a form of expertise which enacts knowledge as socially constructed and which continuously reconstruct itself according to the controversial issues that emerge (the corresponding expertise being the ability to critically contextualise and relate these issues so at to be able to re-present them) and to the perceptual environments of the learners with whom the formal or informal GCE intervention takes place. RISC are actively against the reification of knowledge, that makes knowledge appear independent from social interactions rather than as constructed through social interactions. In contrast, legally legitimated professions (such as accounting, audit, medicine), it could be argued, make use of professional reified jargon that empowers them and legitimate inequalities. For RISC expertise involves being reflexive and accommodating, whereas to some degree expertise generally lacks reflexivity.

It could be argued that expertise is generally practised in an exclusive manner: one becomes expert in one field of knowledge rather than in the relations existing between different fields. In contrast, RISC have become experts in re-presenting controversial issues, by relating them to other issues, by contextualising them in the interests of their public, and by looking at them from a variety of perspectives. RISC acknowledges, through practice, that it is possible (and essential for social change) to enact 'the sixties' ideal of a general activist who can be mobilized for all sorts of progressive causes' (Cohen, 2001, p. 298).

It would appear that it is thanks to this particular and special form of expertise that it has been possible for RISC to be ambitious both in terms of the volume and of the variety of the programmes and services delivered, and of the quality of their work.

g- Designing and disseminating alternative images

RISC are strong believers in the power of alternative images for consciousness raising. They are directly involved in the production of alternative images and their dissemination in public spheres and places. They demonstrate an expertise in the politics of representation and cultural resistance.

h- Summary: making public spaces

Similar to movements such as *Reclaim the Streets!* and *Globalise Resistance* (as presented in the introduction), RISC oppose the privatisation of public goods in which we are all interested by making inclusive public spaces for a variety of forms of citizens' participation, campaigning included. In resonance with Habermas' (1994) proposition (as discussed in Chapter one), RISC acknowledge that critical citizenship involve participating in public spheres but also making these public spheres. Such inclusive public spaces and spheres for participation are essential in the current divisive ideological context.

Further research and practice

As an organisation, RISC can be seen as an archetype of a NGO delivering critical GCE on a long-term basis. (International) comparative research on critical GCE, that involves different NGOs with an expertise in, and a commitment to, critical GCE, has the potential to characterise further such educational, political, and organisational archetypes. Further research would aim to characterise this archetype according to the environments for action and the factors favouring the sustainable delivery of critical GCE. The environments for critical interventions in GCE empirically identified in this research are: place, publics, policies, funding, images/perception (as discussed in Chapter five). The factors identified as favouring the sustainable delivery of critical GCE are respectively: open door policy; variety of publics and public forums; policy making built on practices; high level of financial independence; and design and public dissemination of alternative images.

This research could also be developed so as to contribute to the field of the Philosophy of Education. Because critical education mobilises the meta-political, alternative philosophical systems (such as proposed in the literature on counter-education discussed in Chapter two) that make possible the conception and re-construction of the meta-political are needed for

critical research and education. As exemplified by RISC, teachers, activists and researchers can contribute to the development of such alternative philosophical systems.

Limitations and strengths of the study

a- The researcher's inter-disciplinary expertise

An important limitation *and* strength of the study finds its origins in the form of inter-disciplinary expertise being developed by the researcher. The researcher cannot claim to be a specialist of the literature on citizenship, the Nation-State, or on globalising processes, or even on critical education. The form of expertise she is interested in developing, and supporting other then to develop, is the ability to engage with all the current issues that are related to oppression and inequality, so as to be able to envisage the global system of social change and our participation in it (as promoted by RISC). Because, in this study, the researcher mobilised and drew upon varied areas of the literature, she could not at the same time become a specialist in all the areas that she mobilised to build her critique of citizenship as exclusively conveyed. This lack of theoretical expertise is balanced by the fact that the researcher's perception and analyses are based on her practical involvement with social movements, audit politics, education politics, development politics, and diplomacy politics.

b- Avoiding key areas of the literature

Another limitation and strength of the study relates to the fact that the researcher has purposefully avoided areas of the literature such as teacher expertise (the expertise of RISC members is based in part on being trained teachers, but it is not only a form of teacher expertise), or motivation (the form of GCE enacted by RISC is about building citizens' intrinsic motivation to resist oppression and inequality). While relevant, these concepts were not seen as heuristic tools in the context of this study. The heuristic tools needed to establish bridges between the literature on citizenship and globalising processes, and the critical practices being investigated, were provided by the data rather then pre-defined.

c- The concept of solidarity

For RISC, solidarity is both about situated action and situated perception, whereas in the ideology of the Nation-State, solidarity is based on a common reified exclusive identity shared by the members of that Nation-State, members being subjected to the same legal system.

Learning as a researcher: critical education and legitimacy

The researcher was impressed by the fact that RISC could be seen as a legitimate education provider by such a variety of actors, including: teachers; activists; the general public; and local, national, and supra-national governance. She also learned that organisations cannot sustain truly radical thinking without being located, because by definition critical education is concerned with the continuous re-construction of our perceptual environments for action. In terms of the importance of location, the researcher became aware that rich and varied internationalist activities in the same locality can enrich and contribute to the institutionalisation of one another. From this characterisation of local-to-local relations, it can be suggested that, from a critical perspective, local-to-global relations, are about the institutionalisation of similar practices taking place in different localities. Before conducting this study, the researcher was not fully aware of how current social movements resonate with one another and give legitimacy to one another.

Contribution to research

A main contribution to research that this work provides is that it establishes bridges between theoretical analyses on citizenship, national policies on citizenship, and the enactment and promotion of citizenship by activist educators. The study has looked at relations between different aspects of citizenship, between globalising processes and the Nation-State, between declared principles and practices. Through such empirical and relational research, citizenship can be conceptualised as inclusive of all citizens. If the researcher had not followed such relational framework, the relational thinking enacted by the interacting research participants could not have been grasped; in the same way that qualitative changes cannot be measured with evaluation instruments measuring quantitative changes. Moreover, the researcher's critical analysis of the literature on citizenship, the Nation-State, and globalising processes has highlighted that only a critical frame of thought can render links between individuality and the structural, between the actions of human beings and inequalities: inequalities are being made and legitimated, and possibly being unmade and de-institutionalised by people.

Contributions to knowledge

This research has provided practical and philosophical means to critically conceptualise and practise citizenship, and to re-present controversial issues of our times.

a- Critical research

- **Of the importance of relations and relation-making**

The contribution to knowledge that the research provides is that it evidences the need for critical researchers to focus on relations through various means. One example mobilised in this research is that relations are considered as prime ontological objects and relation-making as a prime epistemological process. As suggested by Biesta (2012), a different characterisation of education as relations is needed: a more in-depth, holistic and philosophical one. Focusing on relations allows countering the fragmenting dominant ideology that makes issues look like they are independent when they are strongly co-constructed. The researcher's choice has been to give the highest importance to relations and the highest learning potential to relation-making following the philosophy of science enacted and promoted by Bourdieu (1998, p. vii):

> … it is a philosophy of science that one could call *relational* in that it accords primacy to relations (emphasis in the original).

If one wants to recognise the complexity, embeddedness and dynamics of social reality and social spaces, and the relations between inequalities and social change, one needs to consider relations as a key area for debate.

- **Against pre-established conceptual frameworks**

This study has also demonstrated that to pursue the implications of critical research and education to a level where the meta-political (the meeting of perception and action) is re-presented, there is no choice but to start from practices rather than pre-established conceptual frameworks. This is the case because dominant and pre-established frames of thought are not heuristic tools for critical researchers and educators. The dominant ideology can easily integrate critical views within its discursive framework. However, the resulting re-presented view arguably becomes part of an illogical conceptual assemblage due to the fact that critical views take into account power relations while the dominant ideology assumes equality.

- **Citizenship, education and solidarity**

Collaboration is, for RISC, a key working principle. Collaboration is an alternative principle in a world where competition is so developed that it legitimates all possible forms of violence (material deprivation and nuclear armament included). Thanks to collaboration, it is possible to equate education and citizenship. Education and citizenship are about developing, through

active and critical participation, an attitude towards collaborating with more and more varied others locally and across the world. RISC promotes solidarity as action creating a particular and continuous attitude of wanting to learn, getting informed through alternative media, questioning, supporting other human beings from the same locality or not, joining local, nation-wide and world-wide movements. Solidarity is about keeping on building an intrinsic form (that is without external rewards) of motivation through action. RISC work at the meeting of education, citizenship and solidarity.

b- Critical philosophy of education

Informed by this empirical study, the philosophical assumptions associated with the long-term delivery of critical GCE can be outlined as follows. Educational philosophers looking at the relations between philosophical assumptions and practices will find this characterisation useful.

Critical GCE:

- contributes to solving the inequality issue;

- contributes to an awareness of individual responsibility for violence, inequalities, environmental degradation and all forms of oppression;

- favours making causal links between social interactions, individual agency and inequalities;

- is based on participation, on the actual exercise of citizenship;

- contributes to developing a practice and a perception of citizenship which includes and involves all human beings;

- conceives citizenship as about being engaged in varied forms of participation in the communities to which we belong and have an interest in.

- builds inclusive social spaces; and

- envisages ways of doing things differently.

c- Critical education

Key proposals for action that emerged from the study are:

- **Questioning as a key process**

Critical practitioners should consider questioning as a key process for teaching and learning.

- **Acknowledging our similarities as human beings**

As proposed and enacted by RISC, it is possible, in order to avoid reifying further exclusive identities, to focus on our similarities as human beings rather than our differences, while acknowledging the diversity of perspectives and situations.

- **Beware of moral education but engage in critical education**

Cohen (2001, p. 247) suggests reasons why critical educators should not be involved in moral education:

> … we must know at all costs and without compromise, but not insist on drawing a 'lesson'. Any principled lessons about moral accountability will always be compromised by political reality.

RISC are very much aware of the statement made by Cohen, it is clear that in their enactment of GCE they voluntarily avoid referring to moral education and character education.

- **Democratising practices: making public spheres and visual spaces**

Delivering critical GCE engages in the democratisation of educational practices and the making of inclusive public spheres, starting form the learners' symbolic, experiential and material universes.

- **Constructing teaching materials**

For critical education, it is essential that educators also mobilise their own perceptual environments in the teaching/learning situation. It is thus recommended to only use teaching material in which one has immersed oneself or that one has re-presented or designed.

- **Showing interest in social movements**

Insights into social movements can help critical educators in identifying, reconstructing, and presenting controversial issues to their pupils because 'all social movements involve conflicts which are represented intellectually in controversies' (Dewey, 1997, p. 5). An engagement with social movements can build an awareness of the ways in which they are related to one another; in turn, this awareness can favour a deeper and more inclusive level of analysis.

- **Supporting others' practice**

For constructive dialogue and for influence purposes, it is essential to support others in their practice even if one does not see others' practice as critical.

- **Knowing that education can be of different types qualitatively**

Education can challenge stereotypes but it can also reinforce stereotypes.

- **Putting forward situated questionings that take as a starting point the shared humanity of all human beings**

For, commonality is not a given. Bringing about commonality is about making it true by affirming it in practice (Hodgson et al, 2017).

- **Enacting collaboration and an openness to the world**

What does the study tell regarding policies such as the *Prevent Strategy*?

Regarding the *Prevent Strategy* (as discussed in the introduction) the research highlights that there is another way of doing things, one that is more inclusive and less divisive. The research also evidences that it is possible to resist the dominant assessment practices in such a policy by designing, implementing, and promoting alternative evaluation practices. The *Prevent Strategy* is concerned with hypothetical futures and the assessment of future risks, whereas RISC are concerned with current issues. What counts for RISC are actual practices, whereas the *Prevent Strategy* is not necessarily about the actual practices of those targeted. Unlike the *Prevent Strategy*, RISC do not put forward values, even less so-called British values. Rather RISC start from our shared humanity and promotes solidarity action and an attitude of openness towards learning, and towards others and the world.

It is not an easy task for educators to deal with the *Prevent Strategy* and other similar neo-liberal policies. To try and re-present such policies they might want to ask themselves: under which philosophical assumptions does this policy make sense? For schools and universities the issue can be put as follows: how is it possible to evaluate and monitor what they have the duty to evaluate and monitor (such as the risk that some individuals become radicalised in the future) without reproducing prejudicial views and discrimination? The same type of ex-ante and ex-post evaluation strategy as the one developed by RISC could be used by schools and universities to measure qualitatively attitudinal changes by comparing students' attitudes

towards GCE issues when starting school/university with their attitudes when finishing school/university.

References

Adichie, C. (2009) 'The danger of a single story' https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=fr (last accessed 08/12/2017)

Ahmed, S. (2004) *The Cultural Politics of Emotion.* Edinburgh University Press and Routledge.

Anderson, B. (2006) *Imagined Communities. Reflections on the Origin and Spread of Nationalism.* 3rd edition, Verso.

Ashcroft, B., Griffiths, G. and Tiffin, H. (2000) *Key concepts in post-colonial studies.* Routledge: London and New York.

Balls, S. (2003) 'The Teacher's Soul and the Terrors of Performativity', *Journal of Education Policy*, 18(2): 215-228

Biesta, G. (2012) 'No Education Without Hesitation: Exploring the Limits of Educational Relations', *Philosophy of Education*,

BERA (2011) Ethical Guidelines for Educational Research.

Berger, J. (1972) *Ways of Seeing.* British Broadcasting Corporation and Penguin Books

Berger, P. L. and Luckmann, T. (1991) *The Social Construction of Reality: A Treatise in the Sociology of Knowledge.* Penguin Books.

Blake, H. (8 February 2010) 'The town where schoolchildren speak 150 languages'. *The Daily Telegraph*. Retrieved 14 June 2011.

Borowski, R. (2005) DECs Discussion Paper. Leeds DEC, January.

Bourdieu, P. (2003) *Firing Back. Against the Tyranny of the Market 2.* The New Press.

Bourdieu (1998) *Contre-feux. Propos pour servir à la résistance contre l'invasion néo-libérale*. Editions Raisons d'agir, Paris.

Bourdieu, P. (1986) The Forms of Capital. In *Handbook of Theory and Research for the Sociology of Education*, J. Richardson editor. New York : Greenwood Press

Calvert, M. and Clemitshaw, G. (2003) 'Implementing Citizenship into the English Secondary School Curriculum', *Pastoral Care in Education*, 21 (3), 3-12.

Cameron, J. and Fairbrass, S. (2004) 'From Development awareness to enabling effective support: the changing profile of Development Education in England', *Journal of International Development*, 16, 729-740.

Cobain, I. (19 October 2016) 'UK's Prevent counter-radicalisation policy 'badly flawed' '. *The Guardian*. Retrieved on 08/12/2017.

Cohen, S. (2001) *States of Denial. Knowing about Atrocities and Suffering*. Polity Press.

Cohen, L., Manion, L., and Morrison K. (2011) *Research Methods in Education*. Seventh edition, Routlege

Convery, A. and Kerr, K. (2007) 'Acting Locally to Have Global Impact: Citizenship Education in Theory and Practice in England', *Citizenship, Social and Economics Education*, 7 (3), 189-200.

Davies, I., Evans, M. and Reid, A. (2005) 'Globalising citizenship education? A critique of 'global education' and 'citizenship education''*, British Journal of Educational Studies*, 53 (1), pp. 66-89.

Davies, L. (2006) Global citizenship: abstraction or framework for action? *Educational Review*, 58 (1), 5-25

DEA, (2001) Citizenship Education: The Global Dimension. Guidance for key stages 3 and 4

Debord, G. ([1967] 1992) *Society of the spectacle*. Rebel Press.`

Declaration of the Rights of Man and of the Citizen (1793) retrieved from www.assemblee-nationale.fr on 28 May 2014.

Declaration of the Rights of Man and of the Citizen (1789) retrieved from www.legifrance.gouv.fr on 16 April 2017.

Denzin, N. K. and Lincoln, Y. S. (2005) 'Introduction' in *The Sage Handbook of Qualitative Research*. 3rd edition. Editors N. K. Denzin and Y. S. Lincoln. Sage Publications: London, 1-32.

Dewey, J. ([1938] 1997) *Experience and Education.* Touchstone Edition.

DFE (2013) National curriculum in England: citizenship programmes of study https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study (last accessed on 8 December 2017)

DFE (2014) National Curriculum https://www.gov.uk/government/collections/national-curriculum (last accessed on 8 December 2017)

DFEE, DFID, DEA and the British Council's Central Bureau (2000) *Developing a Global Dimension in the School Curriculum*

DFES (2005) Developing the global dimension in the school curriculum, Guidance Curriculum and Standards, issued March.

Foucault, M. ([1981-1982] 2001). *L'hermeneutique du sujet.* Cours au Collège de France 1981-1982. Paris: Gallimard Seuil.

Foucault, M. ([1978-1979] 2004). *Naissance de la biopolitique. Cours au Collège de France. 1978-1979*. Paris: Gallimard.

Freire, P. ([1970] 1996) *Pedagogy of the oppressed.* Penguins Books.

Freire, P. ([1974] 2005) *Education for critical consciousness.* Continuum.

Gellner, E. (2006) *Nations and Nationalism.* 2nd edition, first published in 1983, Blackwell.

Giddens, A. (1971) *Capitalism and modern social theory. An analysis of the writings of Marx, Durkheim and Max Weber.* Cambridge University Press.

Gilligan, A. (4 February 2012) 'India tells Britain: We don't want your help'. *The Telegraph.* Retrieved on 8 December 2017.

Goffman, E. (1961) *Asylums: Essays on the Social Situation of Mental Patients and Other Inmates*

Gramsci, A. (1971) *Selections from the Prison Notebooks.* London: Lawrence and Wishart.

Graves, J. (2002) 'Developing a global dimension in the curriculum', *Curriculum Journal*, 13 (3), 303-311.

Guibernau, M. (1996) *Nationalisms. The Nation-State and Nationalism in the Twentieth Century*, Polity Press.

Gur-Ze'ev, I. (2010a) Toward a New Critical Language in Education (Introduction) in *The Possibility/Impossibility of a New Critical Language in Education,* SensePublishers, pp. 1-13.

Gur-Ze'ev, I. (2010b) 'Critical Theory, Critical Pedagogy and Diaspora Today', in *The Possibility/Impossibility of a New Critical Language in Education,* SensePublishers, 15-38.

Habermas, J. (1994) 'Three normative models of democracy', *Constellations*, 1(1), 1-10.

Hammersley, M. (2000) *Taking sides in social research. Essays on partisanship and bias*. Routledge.

Hawkes, A (2012) 'EU waters down auditing restrictions in boost for big four accountancy firms' www.thisismoney.co.uk (accessed on 8 May 2017).

Hicks, D. (2008) Ways of Seeing: the origins of global education in the UK. Paper prepared for the UK ITE Network Inaugural Conference on Education for Sustainable Development/Global Citizenship, London, July, 18 pages.

Hicks, D. (2003) 'Thirty Years of Global Education: a reminder of key principles and precedents', *Educational Review* 55 (3), 265-275

HM Government (2015) *Prevent duty guidance.* Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

HM Government (2011) *Prevent strategy.*

HM Government (2008) *The Prevent Strategy. A Guide for Local Partners in England. Stopping people becoming or supporting terrorists and violent extremists.*

Hobsbawm, E. J. (1992) *Nations and Nationalism since 1780. Programme, myth, reality.* 2nd edition, first published in 1990, Cambridge University Press.

Hodgson, N., Vlieghe, J., and Zamojski, P. (2017) Education and the Love for the World: Articulating a post-critical educational philosophy, paper presented at the annual conference of the Philosophy of Education Society of Great Britain, new College, Oxford, 31st March- 2nd April 2017.

Holloway, J. (2002) *Change the World Without Taking Power: The Meaning of Revolution Today.* Pluto Press.

Hopper, G and Lowe, B. (2014) 'Case study 4 The continuing partnership between the Art Department at the University of Reading Institute of Education and Reading International Solidarity Centre'. in *Education for sustainable development and global citizenship*

(ESDGC): good practice case studies in teacher education TEESNET (Teacher Education for Equity and Sustainability) -The Higher Education Academy.

Ibrahim, T. (2005) 'Global citizenship education: mainstreaming the curriculum?', *Cambridge Journal of Education*, 35 (2), 177-194.

Kaimacuata, A. (2010) 'Engaging the disengaged through Development Education: Challenges and successes', *Policy & Practice: A Development Education Review*, 58-68.

Kedourie, E. ([1960]1993) *Nationalism*. 4th edition, Blackwell.

Kvale, S. (1996) *Interviews. An Introduction to Qualitative Research Interviewing*. Sage Publications.

Marcuse (1964) *One dimensional man. The ideology of industrial society.* Sphere Books Ltd.

Marshall, T. H. ([1950] 2009) 'Citizenship and social class'. In *Inequality and Society*, J. Manza and M. Sauder (eds), W. W. Norton and Co http://delong.typepad.com/marshall-citizenship-and-social-class.pdf (accessed on 8 December 2017)

Maurer, B. (2005) *Mutual Life, Limited. Islamic Banking, Alternative Currencies, Lateral Reason.* Princeton University Press.

McCulloch, G. (2011) 'Historical and Documentary Methods', in L. Cohen, L. Manion, and K. Morrison (eds) *Research Methods in Education*, 7th edition, London: Routledge.

McGillicuddy, M. (2011) 'Professional and radical: the role of development education centres in developing civil society participation', *Policy & Practice: A Development Education Review*, 96-103.

Osberg, D. (forthcoming) 'Education and the Future. Rethinking the role of anticipation and responsibility in multicultural and technological societies', for the *Handbook of Anticipation.*

Ofsted (2013) *Not yet good enough: personal, social, health and economic education in schools.*

Ostry J. D., Prakash Loungani P., and Furceri D. (2016) 'Neoliberalism: Oversold?', *Finance & Development*, June, 38-41

Oxfam (2013) A cautionary tale. The true cost of austerity and inequality. Oxfam Briefing Paper 174. Accessed on www.oxfam.org on 15/05/2017

Oxfam (2015) *Education for global citizenship. A guide for schools*.

Oxley, L. and Morris, P. (2013) 'Global citizenship: a typology for distinguishing multiple conceptions', British Journal of Educational Studies, 61 (3), 301-325

Píbilová, Inka (2013) *Monitoring and Evaluation Framework of the project Quality or Quantity?* evaluace.com, 7th November, Prague

Power, M. K. (2003) Auditing and the production of legitimacy. *Accounting, Organizations and Society* 28, 379-394

Pring, R. (2000) *Philosophy of Educational Research.* London Continuum

QCA (1998) Education for citizenship and the teaching of democracy in schools, Crick report (London, Qualifications & Curriculum Authority)

QCA (1999) Citizenship at key stages 3 and 4, in the National Curriculum Handbook for secondary teachers in England.

Rassool, N. (1999) *Literacy for Sustainable Development in the Age of Information*. The Language & Education Library, Multilingual Matters Ltd

Rassool, N. (2007) *Global issues in language, Education and Development. Perspectives from Postcolonial Countries,* Multilingual Matters Ltd.

Rassool, N. (2012) Migration, Identity and Belonging: issues of education and citizenship*,* The Monstrosity of Tolerance Talk: Subjection, Racialization and Control in Educational Policies of Integration and Multiculturalism. Keynote address at the 13th International Society

for the Study of European Ideas (ISSEI) *The Three Narratives: Literature, Science, Philosophy* Conference, University of Cyprus, 2-6 July.

Richards, D. (2009) 'Pushing the boundaries', *rhizome freirean*

RISC (2006) *Risc. of books, stones, friends and visions* authored by Madeira B.T., Grant F., Hopper L., Drury P., Sawers, G., Lloyd J., Hay P., Baxter, R., edited by Adam Stout, two rivers press.

RISC (2008) *How do we know it's working? A toolkit for measuring attitudinal change in global citizenship from early years to KS5*

RISC (2010) education pack entitled *African Poverty, European Wealth, Why?*

RISC (2014) Interim narrative report of Quality or Quantity (30th January 2013-29th January 2014)

RISC (2015) *How do we know it's working? book two, tracking changes in pupils' attitudes*

Robson, C. (2011) *Real world research : a resource for users of social research methods in applied settings*, 3rd edition, Chichester : John Wiley & Sons.

Schumacher (1973) *Small Is Beautiful: A Study of Economics As If People Mattered*

Sklair, L. (2001) *The transnational Capitalist Class.* Cambridge: Blackwell.

Smith, A. D. (1986) *The Ethnic Origins of Nations*. Blackwell.

Stake, R. E. (2005) Qualitative Case Studies. in *The Sage Handbook of Qualitative Research.* 3rd edition. Editors N. K. Denzin and Y. S. Lincoln. Sage Publications, 443-466

Travis, A. (11 November 2016) 'Prevent strategy to be ramped up despite 'big brother' concerns'. *The Guardian*. Retrieved on 8 December 2017.

UN (1948) Universal Declaration on Human Rights Retrieved on www.un.org on 15 May 2017.

UNESCO (1945) Constitution adopted on 16th November 1945, retrieved on UNESCO website www.unesco.org on 27 April 2017.

Van Zanten (2002) 'Education change and new cleavages between head teachers, teachers and parents: global and local perspectives on the French case', Journal of Education Policy, 17:3, 289-304.

Wade, R. H. (2009) 'The global slump', *Challenge*, 52 (5), pp.5-24.

Wearden, G. (27 July 2011) 'AAA credit ratings explained'. *The Guardian*. Retrieved 8 December 2017.

World Education Berkshire (WEB) brochure presenting WEB's work between 1981 and 1988

World Education Berkshire (WEB) booklet presenting WEB's work between 1981 and 1988

Weil, S. (1949) *L'enracinement: Prélude à une déclaration des devoirs envers l'être humain.* Gallimard: Paris.

World Fair Trade Organisation and Fairtrade International (2009) *A Charter of Fair Trade Principles.*

WHO (2012) *Environmental health inequalities in Europe.*

Yin, R. K. (1994) *Case Study Research. Design and Methods.* Second Edition Sage Publications.

List of websites

BAFTS website www.bafts.org.uk

British Council website www.britishcouncil.org

EC website http://ec.europa.eu/

Fairtrade UK website www.fairtrade.org.uk

CoDEC website www.globalclassrooms.org.uk

The Global Learning Programme website glp.globaldimension.org.uk

UK British government website www.gov.uk

Indymedia UK website www.indymedia.org.uk

NCVO website www.ncvo.org.uk

October Gallery website www.octobergallery.co.uk

Permaculture Association website www.permaculture.org.uk

PwC website www.pwc.com

Globalise Resistance website www.resist.org.uk

Rainbow family website www.welcomehome.org

RISC website www.risc.org.uk

Transition Network website https://transitionnetwork.org/

UN website www.un.org

UNESCO website www.unesco.org

UNICEF UK website www.unicef.org.uk

World Bank website www.worldbank.org

Appendix A – Researcher's participation in academic public spheres

Date	Title of the presentation	Event	Main proposition of the presentation
26th November 2005	The 'Mouvement des Entreprises de France' (the 'movement of businesses from France') and welfare reforms.	Conference entitled 'The State of Participation, Deliberation without the State?' organised by The Participatory and Deliberative Democracy Specialist Group of the Political Studies Association, that took place at the University of Bristol.	Businesses actively contribute to the design of welfare public reforms and to their legitimation.
2nd December 2005	The legitimacy of public-private partnerships [PPPs] in the health sector.	Workshop entitled 'Politics and health policy in Brazil, Mexico and the UK', organised by the Centre for Brazilian Studies, University of Oxford.	Being contracted for the very long-term solely on the basis of ex-ante audits (about what PPPs are supposed to be doing) rather than on ex-post audits (about what PPPs are doing), PPPs cannot be seen as having any kind of legitimacy (excepted the legitimacy provided by auditing itself).
1st-3rd February 2006	Economic Inequalities, And Finance And Consulting Multinationals: Representing (Gender) Equality?	Conference entitled 'Equality and Social Inclusion in the 21st Century: Developing alternatives' at Queen's University Belfast	Audit and Finance multinationals, legitimate inequalities, in part through the promotion of (gender) equality.
23rd September 2014.	Photographs as a pedagogical and educational research tool: using photo-essays for reflexivity and critical thinking	British Education Research Association (BERA) conference	Photo essays can be used by educators to present alternative (visual) realities and to engage (learners) with the complexity of controversial issues.

Appendix 2.1 Banking education as characterised by Freire ([1970] 1996, p. 54)

Characteristics of banking education
The teacher teaches and the students are taught.
The teacher knows everything and the students know nothing.
The teacher thinks and the students are thought about.
The teacher talks and the students listen – meekly.
The teacher disciplines and the students are disciplined.
The teacher chooses and enforces his choice, and the students comply.
The teacher acts and the students have the illusion of acting through the action of the teacher.
The teacher chooses the program content, and the students (who were not consulted) adapt to it.
The teacher confuses the authority of knowledge with his or her own professional authority, which she or he sets in opposition to the freedom of the students.
The teacher is the Subject of the learning process, while the pupils are mere objects.

Appendix 2.2 List of Development Education Centres

Source: www.think-global.org.uk (2015)

Name	Location (region)
Global Education Derby	Derby (East Midlands)
Leicester Masaya Link Group	Leicester (East Midlands)
Mundi	Nottingham (East Middlands)
DevEdEssex Ltd (DEEL)	Colchester (Eastern)
Global Thinking	Cambridge (Eastern)
NEAD (Norfolk Education & Action for Development)	Norwich (Eastern)
HEC Global Learning Centre	London
London Development Education Centre (LONDEC)	London
Outdoor and Sustainability Education Specialists (OASES)	Durham (North East)
CDEC-Developing Global Learning	Chester (North West)
Development Education Project	Manchester (North West)
Global Link	Lancaster (North West)
Lancashire Global Education Centre	Preston (North West)
Liverpool World Centre	Liverpool (North West)
One World Centre	St Johns (North West)
Centre for Global Education	Belfast (Northern Ireland)
Brighton Peace and Environment Centre	Brighton (South East)
Centre for Global Awareness	Wickham (South East)
Commonwork	Edenbridge (South East)
Edji Training	Cowfold (South East)
Jersey One World Group	Jersey (South East)
Rights and Diversity Education	Eastleigh (South East)
RISC (Reading International Solidarity Centre)	Reading (South East)
African Initiatives	Bristol (South West)
Cornwall Association for Development Education	Helston (South West)
DEED	Ferndown (South West)
Devon Development Education	Exeter (South West)
Wiltshire Global Education Centre	Marlborough (South West)
Beacons: Development Education Centre for Herefordshire and Worcestershire	Malvern (West Midlands)
Lifeworlds Learning CIC	Leek (West Midlands)
Tide ~ Global Learning	Birmingham (West Midlands)
Centre for Global Education (York)	York (Yorkshire and the Humber)
Craven Development Education Centre	Skipton (Yorkshire and the Humber)
Development Education Centre South Yorkshire	Sheffield (Yorkshire and the Humber)
Leeds Development Education Centre	Leeds (Yorkshire and the

	Humber)
Yorkshire and Humber Global Schools Association	Hull (Yorkshire and the Humber)

Appendix 3.1 Interview questions

Thank you for agreeing to share with me about your involvement in education for global citizenship and your collaboration with RISC

1. Participant

How did you come to be involved in education for global citizenship?

Describe your role with RISC.

2. RISC

Describe what it is that RISC does.

Describe RISC's aspirations.

What are the main challenges?

Is there something else that you would like to discuss?

Thank you for your participation

Appendix 3.2 Email sent by the key contact to potential key informants

From: Barbara Lowe [mailto:barbara@risc.org.uk]
Sent: 11 September 2014 09:05
To: Barbara Lowe
Cc: Lena Royant
Subject: PHD research

Hi
We are working with Lena Royant, a PHD researcher based at Reading University (living in London) who is in the early stages of her research into RISC, how we work and what difference we make.

She has asked us to recommend key individuals who have a particular insight into RISC and the wider Development Education movement, and who might be prepared to be interviewed by her. You are one of the people on our list!

If you are (or might be) prepared to be interviewed, or if you have any questions before deciding, please reply to both Lena and myself

many thanks
Barbara Lowe
Schools & ITE Co-ordinator (Primary)
www.risc.org.uk/education

Appendix 3.3 Information sheet for the interview participants

University of Reading

Researcher: Lena Royant

l.a.royant@pgr.reading.ac.uk

Main supervisor: Dr Gill Hopper

g.w.hopper@reading.ac.uk

+44 (0) 118 378 2664

Research Project: An empirical analysis of Education for Global Citizenship through the case study of a Development Education Centre (DEC)

I would like to invite you to take part in a research study about education for global citizenship.

What is the study?

The purpose of this doctoral study is to analyse education for global citizenship through the case study of a DEC. I am interested in what education for global citizenship is about from the perspectives of practitioners. I hope to provide further understanding of the processes involved in the delivery of education for global citizenship, both for practitioners and researchers.

The study will involve interviews and focus groups with professionals, who have collaborated with the DEC RISC (Reading International Solidarity Centre, Reading). The interviews and the focus groups will last for about half an hour. The interview and focus group transcripts will be anonymised before being analysed, unless the participant waives her or his right to anonymity.

Why have I been chosen to take part?

You have been selected to take part in the project because of your knowledge of RISC and experiencing of working with RISC

Do I have to take part?

It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the Researcher Miss Royant, Email: l.a.royant@pgr.reading.ac.uk

What will happen if I take part?

An interview (lasting about half an hour) will be conducted with you, at a time and place convenient to you. With your permission the interview will be recorded and transcribed.

What are the risks and benefits of taking part?

Unless you waive your right to anonymity, the information you give will remain confidential and will only be seen by me, the student researcher, and my supervisors. Informants will not be identifiable in any published report resulting from the study. The University has the appropriate insurances in place. Full details are available on request.

Participants in similar studies have found it interesting to take part. We anticipate that the findings of the study will be useful for practitioners involved in education for global citizenship. On request a summary of the results of this research can be sent to you electronically.

What will happen to the data?

The results of this study will be included in my Educational Doctorate thesis and future related publications.

Unless you waive your right to anonymity, the data collected will be held in strict confidence and will remain anonymous within the thesis or any subsequent publication. Anonymous quotes will be used in any publications arising from the study. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published. Research records will be stored securely in a locked filing cabinet and on a password-protected computer. Once the findings of the study have been written up, the data will be destroyed securely after five years.

What happens if I change my mind?

You are free to withdraw your consent at any time, without giving a reason, and without repercussion, by contacting me using the contact details above.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Dr Gill Hopper, University of Reading; Tel: 0118 378 2664, email: g.w.hopper@reading.ac.uk

Where can I get more information?

If you would like more information, please contact Lena Royant

Tel: 0118 378 2635, email: l.a.royant@pgr.reading.ac.uk

I do hope that you will agree to take part in the study. If you do agree, please complete the attached consent form.

Appendix 3.4 Focus group participants: representatives of other DECs acting as agents for RISC in the *Quality or Quantity?* Project

Name	*Name of the Development Education Centre for which working*
Flick Dunkley	Centre for Global Awareness
Sheila Tucker	Humanities Education Centre
Sharifa Khanom	Humanities Education Centre
Mandy Curtis	Brighton Peace and Environment Centre
Naomi Robinson	18 hours
Julie Easy	Commonwork
Julia Bracewell	Commonwork

Appendix 3.5 Questions for the focus group with agents

Thank you for agreeing to contribute to this focus group and to share about your involvement with RISC

Describe the project Quality or Quantity?

Discuss RISC and Education.

Which challenges are currently faced by DECs in terms of Education for Global Citizenship?

Is there something else that you would like to discuss?

Thank you for your participation

Appendix 3.6 Feedback by the researcher on *How do we know it's working? A toolkit for measuring attitudinal change?* **(2008)**

General comments:

The approach presented in this publication is very interesting and innovative. Starting from where pupils are, a bottom-up approach uses data as baseline, the proposed activities make the instruments for assessment (rather than the instruments for assessment making the activities).

Such approach, as well as pushing forward the need for ex-ante and ex-post audits, favours a clear audit trail (see steps in using the toolkit). It does not rely on/require ungrounded assumptions regarding learning outcomes.

Moreover, qualitative and quantitative measurements are integrated rather than opposed in the audit process.

Specific comments

1. I like the table p. 8-9 which relates themes, issues and activities.

2. The definition of/discussion on attitudinal change (p.6) could perhaps be extended. The link between attitudinal change, a greater consciousness of complexity of issues, and action seem particularly important.

2. At the discursive level, I am biased against 'poverty' and I strongly believe in the importance of focusing on 'inequalities' for social justice. That's another discussion, but because of that, I would like to see a bit more about inequalities (e.g. in issues p.8), and a bit less about poverty in the toolkit.

3. The learning objectives and the key elements of global citizenship, as presented at the beginning of each activity, seem to take a bit too much space. Could there be a table in the toolkit to highlight the learning objectives and key elements associated with each activity? Could the learning objectives and key elements of global citizenship be represented by visual symbols at the beginning of each activity?

4. I like the fact that information on how to adapt the activities is provided directly through the case studies. Perhaps there could be more tips on ways to adapt the activities.

5. How can I make the world a better place? activity
Perhaps could be added to how do you know your teaching has been effective: a greater ability to relate/make links between the global and the local.

6. 'black and white' activity:
This activity seemed less straightforward than the others (it is perhaps because of the association between the image and the caption).

7. In terms of editing, p. 11 the same learning objective (to develop pupils' awareness of the wider world) is present twice.

8. I was wondering if the same kind of resource is being developed for teacher training.
In this resource, things like 'empathy' could be more problematised: Could too much empathy cause too much distress and impinge on possibilities of action? Can induced empathy impinge on social justice? (an empirical study found that participants induced to feel empathy were less likely to act according to the principle of justice).

Appendix 3.7 Observation schedule for the observation of RISC's interventions with student-teachers

Dis: discourse used

I: issues covered

S: solidarity promoted

P: pedagogies used

C: challenges for RISC and Global Citizenship Education

O: opportunities for RISC and Global Citizenship Education

Dif: difficulties met by the students

Appendix 3.8 Characteristics of grounded data analysis illustrated

Characteristics of grounded data analysis (Kvale, 1996)	Illustration of how the characteristics are met in the research
Involving a back and forth process between the parts and the whole set of data.	The interview transcripts were first analysed by themselves, then, in relation with the whole set of data and by themselves again.
Reaching an inner unity free of logical contradictions.	This inner unity was reached only after relations emerged as the most structuring concept of the whole thesis, and encompassing the overarching research questions.
Testing researcher's interpretation of a text against a text by the same author	The interview transcripts were analysed in relation to articles written by the interview participants.
Following the frame of reference of the project	The analysis followed the overarching frame of reference of the thesis, the meeting of ontology and epistemology.
Being conducted by a researcher knowing her subject in depth	- Like anybody else, the researcher has experiences and conceptions related to being a citizen (of the world) as illustrated in the introduction. - Before conducting the research, the researcher had the experience of working in schools in London across stages (nursery, primary, and secondary) and across types of schools (mainstream, specialised, Pupil Referral Unit) - Before conducting the data collection, the researcher familiarised herself with theoretical literature on citizenship, with education policies related to GCE. To get some better understanding of issues for educators she read presentations of the TEESNET (Teacher Education for Equity and Sustainability network) conferences.
Not being presupposition less	Throughout the thesis, the researcher has endeavoured to make her presuppositions explicit.
Mobilising creative thinking	Without creativity, it would not be possible to relate areas of the literature usually looked at separately (such as the Nation-State and other globalising processes and institutions) nor to develop bottom-up conceptualisation from the data, as done in the research.

Appendix 3.9 Ethical Approval Form

Institute of Education
Ethical Approval Form A (version September 2013)

Tick one:
        Staff project: ___   PhD/EdD X_

Name of applicant (s): …… Lena Royant ……………………………..

Title of project:…………… An empirical analysis of Education for Global Citizenship through the case study of a Development Education Centre (DEC)…………

     Name of supervisor (for student projects): …………… Dr Gill Hopper ……………….

Please complete the form below including relevant sections overleaf.

	YES	NO
Have you prepared an Information Sheet for participants and/or their parents/carers that:		
a) explains the purpose(s) of the project	X	
b) explains how they have been selected as potential participants	X	
c) gives a full, fair and clear account of what will be asked of them and how the information that they provide will be used	X	
d) makes clear that participation in the project is voluntary	X	
e) explains the arrangements to allow participants to withdraw at any stage if they wish	X	
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, retention and disposal	X	
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, for obtaining written consent for this	X	
h) explains the arrangements for providing participants with the research results if they wish to have them	X	
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including email . If any of the project investigators are students at the IoE, then this information must be included and their name provided	X	
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants	N.A.	
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: 'This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct'.	X	
k) includes a standard statement regarding insurance: "The University has the appropriate insurances in place. Full details are	X	

available on request".			
Please answer the following questions			
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	X		
2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?	X		
3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?		X	
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx)?	X		
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application?	X		
6) Does your research comply with the University's Code of Good Practice in Research?	X		
	YES	NO	N.A.
7) If your research is taking place in a school, have you prepared an information sheet and consent form to gain the permission in writing of the head teacher or other relevant supervisory professional?			X
8) Has the data collector obtained satisfactory DBS clearance?			X
9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/carers to seek permission in writing, or to give parents/carers the opportunity to decline consent?			X
10) If your research involves processing sensitive personal data[1], or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?	X		
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?			X
12a) Does your research involve data collection outside the UK?		X	
12b) If the answer to question 11a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?			X
13a. Does the proposed research involve children under the age of 5?		X	
13b. If the answer to question 12a is "yes": My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			X
If you have answered YES to Question 3, please complete Section B below			

---

[1] Sensitive personal data consists of information relating to the racial or ethnic origin of a data subject, their political opinions, religious beliefs, trade union membership, sexual life, physical or mental health or condition, or criminal offences or record.

PLEASE COMPLETE **EITHER SECTION A OR B** AND PROVIDE THE DETAILS REQUIRED IN
SUPPORT OF YOUR APPLICATION, THEN SIGN THE FORM (SECTION C)

A: My research goes beyond the 'accepted custom and practice of teaching' but I consider that this project has **no** significant ethical implications.	

Give a brief description of the aims and the methods (participants, instruments and procedures) of the project in up to 200 words. Attach any consent form, information sheet and research instruments to be used in the project (e.g. tests, questionnaires, interview schedules).

Please state how many participants will be involved in the project: 39
This form and any attachments should now be submitted to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

The purpose of the project is to critically and empirically analyse education for global citizenship through the case study of a DEC. The primary data for this project will be collected through semi-structured interviews and focus groups with professionals, who have collaborated with the DEC RISC (Reading International Solidarity Centre, Reading).

Potential participants have been recruited through purposive sampling, as recommended by the key contact at the DEC, who coordinates collaborations and partnerships with schools and universities. For the interview, there will be 16 participants, who have been or are working with RISC and so have knowledge and experience of its broad remit. In the interviews, I want to find out about what differentiates RISC in terms of its delivery of Education for Global Citizenship; about how the theoretical, conceptual and political issues associated with Education for Global Citizenship are dealt with in practice; and about the dynamics between the individual, the organisational, and the structural.

The first focus group will consist of 7 agents, who have been involved with the RISC project Quality or Quantity? The second focus group will consist of 16 teachers, who have contributed to the RISC project Quality or Quantity?

Consent will be sought from all participants. Consent forms, information sheets, research instruments and the risk assessment are attached. I have successfully undertaken the data protection course (see certificate attached).

B: I consider that this project **may** have ethical implications that should be brought before the Institute's Ethics Committee.	

Please provide all the further information listed below in a separate attachment.
1. title of project
2. purpose of project and its academic rationale
3. brief description of methods and measurements
4. participants: recruitment methods, number, age, gender, exclusion/inclusion criteria
5. consent and participant information arrangements, debriefing (attach forms where necessary)
6. a clear and concise statement of the ethical considerations raised by the project and how you intend to deal with then.
7. estimated start date and duration of project

This form and any attachments should now be submitted to the Institute's Ethics Committee for consideration. Any missing information will result in the form being returned to you.

C: SIGNATURE OF APPLICANT:

I have declared all relevant information regarding my proposed project and confirm that ethical good practice will be followed within the project.

Signed: ………Lena Royant…………………   Print Name……Lena Royant………
Date…03/11/2014……….

STATEMENT OF ETHICAL APPROVAL FOR PROPOSALS SUBMITTED TO THE INSTITUTE ETHICS COMMITTEE

This project has been considered using agreed Institute procedures and is now approved.

Signed: *l ─ s . Vempe*   Print Name Andy Kempe   Date 27.11.14
(IoE Research Ethics Committee representative)*

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

Appendix 3.10 Risk Assessment Form for Research Activities

University of Reading
Institute of Education
Risk Assessment Form for Research Activities February 2014

Select one:
Staff project: ☐   PGR project: ✗   MA/UG project: ☐

Name of applicant (s): .... Lena Royant ....

Title of project:......... An empirical analysis of Education for Global Citizenship through the case study of a Development Education Centre (DEC)..................

Name of supervisor (for student projects): .... Dr Gill Hopper ....

A: Please complete the form below

Brief outline of Work/activity:	I will conduct semi-structured interviews and focus groups with professionals, who have collaborated with the DEC RISC. I will use wireless recording equipment.	

Where will data be collected?	The interviews will take place either at the DEC RISC or at the University of Reading. The focus groups will take place at the DEC RISC.	

Significant hazards:	None identified. The DEC RISC and the University of Reading themselves have a duty to maintain a safe area of work.	

Who might be exposed to hazards?	N.A.	

Existing control measures:	The rooms fall within the university's and the DEC's Health & Safety responsibilities.	

Are risks adequately controlled:	Yes ✗ No ☐	

If NO, list additional controls and actions required:	Additional controls	Action by:

B: SIGNATURE OF APPLICANT:

I have read the Heath and Safety booklet posted on Blackboard, and the guidelines overleaf.
I have declared all relevant information regarding my proposed project and confirm risks have been adequately assessed and will be minimized as far as possible during the course of the project.

Signed: ………Lena Royant……………………   Print Name……… Lena Royant ………………. Date……03/11/2014…….

STATEMENT OF APPROVAL TO BE COMPLETED BY SUPERVISOR (FOR UG AND MA STUDENTS) **OR** BY IOE ETHICS COMMITTEE REPRESENTATIVE (FOR PGR AND STAFF RESEARCH).

This project has been considered using agreed Institute procedures and is now approved.

Signed: Print Name Andy Kempe   Date 27.11.14

* A decision to allow a project to proceed is not an expert assessment of its content or of the possible risks involved in the investigation, nor does it detract in any way from the ultimate responsibility which students/investigators must themselves have for these matters. Approval is granted on the basis of the information declared by the applicant.

Appendix 3.11 Information sheet for the focus group with agents

University of Reading

Researcher: Lena Royant

l.a.royant@pgr.reading.ac.uk

Main supervisor: Dr Gill Hopper

g.w.hopper@reading.ac.uk

+44 (0) 118 378 2664

Research Project: An empirical analysis of Education for Global Citizenship through the case study of a Development Education Centre (DEC)

I would like to invite you to take part in a research study about education for global citizenship.

What is the study?
The purpose of this doctoral study is to analyse education for global citizenship through the case study of a DEC. I am interested in what education for global citizenship is about from the perspectives of practitioners. It hopes to provide further understanding of the processes at stake in the delivery of education for global citizenship, both for practitioners and researchers.

The study will involve interviews and focus groups with professionals, who have collaborated with the DEC RISC (Reading International Solidarity Centre, Reading). The interviews and the focus groups will last for about half an hour. The interview and focus group transcripts will be anonymised before being analysed, unless the participant waives her right to anonymity.

Why have I been chosen to take part?
You have been selected to take part in the project because of your involvement with the RISC project Quality or Quantity?.

Do I have to take part?
It is entirely up to you whether you participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the Researcher Miss Royant, Email: l.a.royant@pgr.reading.ac.uk

What will happen if I take part?

A focus group (lasting about half an hour) will be conducted with you and other agents at RISC. With your permission the focus group will be recorded and transcribed.

What are the risks and benefits of taking part?

Unless you waive your right to anonymity, the information you give will remain confidential and will only be seen by me, the student researcher, and my supervisors. Informants will not be identifiable in any published report resulting from the study. The University has the appropriate insurances in place. Full details are available on request.

Participants in similar studies have found it interesting to take part. We anticipate that the findings of the study will be useful for practitioners involved in education for global citizenship. On request a summary of the results of this research can be sent to you electronically.

What will happen to the data?

The results of this study will be used for research purposes within my Education Doctoral thesis and as part of external research publications in the future.

Unless you waive your right to anonymity, the data collected will be held in strict confidence and will remain anonymous when included in the thesis or in any subsequent publication. Anonymous quotes will be used in any future publications arising from the study. The records of this study will be kept private. No identifiers linking you to the study will be included in any sort of report that might be published. Research records will be stored securely in a locked filing cabinet and on a password-protected computer. Once the findings of the study have been written up, the data will be destroyed securely after five years.

What happens if I change my mind?

You are free to withdraw your consent at any time, without giving a reason, by contacting me using the contact details above.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Dr Gill Hopper, University of Reading; Tel: 0118 378 2664, email: g.w.hopper@reading.ac.uk

Where can I get more information?

If you would like more information, please contact Lena Royant

Tel: 0118 378 2635, email: l.a.royant@pgr.reading.ac.uk

I do hope that you will agree to take part in the study. If you do agree, please complete the attached consent form.

Appendix 3.12 Consent form for RISC

University of Reading

Researcher: Lena Royant

l.a.royant@pgr.reading.ac.uk

Main supervisor: Dr Gill Hopper

g.w.hopper@reading.ac.uk

+44 (0) 118 378 2664

Research Project: An empirical analysis of Education for Global Citizenship through the case study of a Development Education Centre (DEC)

I have received and read a copy of the Information Sheet about the project.

I understand what the purpose of the project is and what is required of RISC. All my questions have been answered.

Name of RISC representative : _____

Please tick as appropriate:

I agree that RISC participates in this project ☐

I agree for the name of RISC to be used in the thesis ☐

I agree for photographs of RISC to be taken and used in the thesis subject to RISC's ☐

approval

I agree for the evaluations of RISC interventions to be used in the thesis ☐

Signed:

Date:

Appendix 3.13 Consent form for the interview participants

Researcher: Lena Royant

l.a.royant@pgr.reading.ac.uk

Main supervisor: Dr Gill Hopper

g.w.hopper@reading.ac.uk

+44 (0) 118 378 2664

Research Project: An empirical analysis of Education for Global Citizenship through the case study of a Development Education Centre (DEC)

I have received and read a copy of the Information Sheet about the project.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name : _____

Please tick as appropriate:

I consent to being interviewed: ☐

I consent to this interview being recorded: ☐

I consent to the recorded information being used in ☐

the thesis and any future publications

Signed:

Date:

Appendix 3.14 Consent form for the focus group participants

Researcher: Lena Royant

l.a.royant@pgr.reading.ac.uk

Main supervisor: Dr Gill Hopper

g.w.hopper@reading.ac.uk

+44 (0) 118 378 2664

Research Project: An empirical analysis of Education for Global Citizenship through the case study of a Development Education Centre (DEC)

I have received and read a copy of the Information Sheet about the project.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Name : _____

Please tick as appropriate:

I consent to participating in the focus group: ☐

I consent to the recording of the focus group: ☐

I consent to the recorded information being used in ☐

the thesis and any future publications

Signed:

Date:

Appendix 3.15 Confidentiality right waiving form for the interview participants

Researcher: Lena Royant

l.a.royant@pgr.reading.ac.uk

Main supervisor: Dr Gill Hopper

g.w.hopper@reading.ac.uk

+44 (0) 118 378 2664

University of Reading

Research Project: An empirical analysis of Education for Global Citizenship through the case study of a Development Education Centre (DEC)

I have received and read a copy of the Information Sheet about the project.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Please tick as appropriate:

I waive my right to confidentiality ☐

Signed:

Date:

Appendix 3.16 Confidentiality right waiving form for the focus group participants

Researcher: Lena Royant

l.a.royant@pgr.reading.ac.uk

Main supervisor: Dr Gill Hopper

g.w.hopper@reading.ac.uk

+44 (0) 118 378 2664

Research Project: An empirical analysis of Education for Global Citizenship through the case study of a Development Education Centre (DEC)

I have received and read a copy of the Information Sheet about the project.

I understand what the purpose of the project is and what is required of me. All my questions have been answered.

Please tick as appropriate:

I waive my right to confidentiality   ☐

Signed:

Date:

Appendix 4.1 Voluntary and Community Sector infrastructure support and representation organisations in Reading

Source: www.risc.org.uk/bfs/ (2015)

Reading Council for Racial Equality (RCRE), which works to empower local communities, collaborates strategically to improve equality and provides advocacy and support to individuals.
The African Caribbean Community Group (ACCG) formed to address the disjointed working of the African and Caribbean voluntary organisations in Reading. It aims to bring organisations together to network and share resources and build infrastructure support to strengthen and enable them to develop services to better meet local need and to increase their confidence and influence.
SAKOMA is the main forum for Black and other ethnic minority groups in Reading, comprising 30+ member organisations, providing a platform for the voice of minority groups to influence decision makers.
Reading Faith Forum (RFF) is a broad based and growing forum for groups of all faiths in Reading, which is seeking to engage more deeply with harder to reach faith groups in established communities and those within the newer immigrant communities of Reading.
Reading International Solidarity Centre (RISC) is the largest provider of office, meeting space and other facilities to the Voluntary and Community Sector in Reading.
Reading Voluntary Action (RVA), as the local Council for Voluntary Service (CVS), is the leading voluntary sector infrastructure organisation for Reading.

Appendix 4.2 Presentation of RISC's projects

Name	Description
Images of Africa	FOOD matters is one of WEB's five key topics [food, health, families, work and the environment], so we took famine in the Sahel as a central theme in the summer of 85.
	First we corrected MISINFORMATIONS AS TO THE CAUSES OF FAMINE put out by the media, certain aid agencies, and in particular 'Live-Aid', whose purpose was to stimulate crisis response to the emergency.
	TOPICS – the effects of colonial and neo-colonial cash-cropping systems – food exports to the 'north'– less basic foodstuffs for home consumption – pressure on land preventing traditional farming insurance practices continuing – the effects of war on Sahelian self-help – unfair trading – international debt crisis.
	Then we turned to examining IMAGES OF FAMINE. Why were people being misinformed? Were charities justified in using degrading images to raise money? Would more facts- and complexities- have restricted the giving?
	Then we examined the effects of NEGATIVE IMAGERY. For instance, racial attacks in Britain increased during this period.
	Then we questioned aid. What effects does it have after a crisis abated? Why is it given? What effect does dumping CAP [Common Agricultural Policy] surplus have on local southern trading systems? Why are the major food producers in Africa -the women- still not the focus of aid strategies?
	The more we took this programme into schools, the more aware we became of limited, stereotyped, prejudiced views of the world.
	So we developed programmes examining IMAGES OF PEOPLE NEARER HOME. We CHALLENGED STEREO-TYPING – riots in Tottenham and Handsworth – the miners strike – AIDS. Racism, sexism, classism, became key analytical tools'
	(WEB brochure presenting WEB's work between 1981 and 1988, emphasis in the original)
The road from Auschwitz	'**Why choose to explore this difficult subject?** And how did we get from the five topics to this subject?
	As the project developed, institutionalised racism was challenged by Black workers. The integrity of 'words' would be judged by 'action'. In turn, analysis of causes of mal-development tended to become stereo-typed in Black/White terminology. Studying the holocaust was an opportunity for White people to confront their racism against mainly White people – the European Jews. The study of prejudice was widened. For those whose motivation is to face reality and understand history, the holocaust is a permanent challenge.
	Whilst preparing the programme, the following AREAS OF DISCUSSION predominated.
	– The events of the holocaust need to be seen in a world perspective. Whilst the depth of the horror was unique (and ever may it remain so), the elements of that horror were not unique. They have been repeated in

	many combinations before and since. – The holocaust is not a separate phenomenon. General and specific causal connections need to be traced, e.g. with the apartheid regime and with the nuclear weapons industry. – In common with many other subjects of the study, the dominant voices in holocaust studies are male. Feminist perspectives are of major relevance to understanding the psychology of Nazism. – Whilst the Jewish contribution to knowing about the holocaust is central, it is not exclusive. Of vital significance is knowledge of the losses of Gypsies, homosexuals, disabled Germans, and Polish and Russian civilians. – Perhaps most far reaching of all, we saw the **origins and causes of the holocaust** before Hitler's advent. It was the culmination, but by no means the end, of persistent trends in western history; in particular, colonialism, the slave trade, unbridled growth of industrial exploitation, and nineteenth century imperialism. **How do we trace responsibility** for our own actions and inactions, for our neighbours, our government, and finally for the world? How could all this have been avoided? Why are there so many links between today's racism, industry, and scientific developments? And how is it that THE SURVIVOR FROM AUSCHWITZ, paradoxically gives the most uplifting of the sessions – a positive person after such suffering – leaving us with a sense of hope. (WEB brochure presenting WEB's work between 1981 and 1988, emphasis in the original)
Food for Thought	'used the Café as a tool to raise awareness, with exhibitions on global themes and feasts, which combined speakers from the Majority World talking about issues affecting their countries with traditional food' (Richards, 2009). It was RISC's first DFID-funded project.
Human Rights for All ?	Project that produced an action pack on the issues of sexuality (Richards, 2009) entitled *Human Rights for All? a global view of lesbian and gay oppression and liberation*, written by Andrew Breary, Anne Cronin & Barbara Lowe (RISC, 1992).
Focus for Change	Critique of stereotypical media images of the Majority World, including fund raising images used by NGOs (Richards, 2009). The *Focus for Change* project was the second EU funded project. It was interested in issues associated with how you build images. The project looked at issues of race and gender by using popular media, at the tourism literature and stereotypes in Nepal. It resulted in a teaching pack looking at inequality and the role of the media.
Food4Families	Food4Families aims to create a network of food growing gardens across Reading where parents and children will learn how to grow their own food together (RISC website www.risc.org.uk 2015). The *Food4Families* project was set up with a grant of £250,000 from the Lottery and its local food funding line (Dave). Fifteen community gardens were developed around Reading. It then attracted further funding and was further developed. It is a project currently running.

Global Schools	In 2004 RISC started a project called *Global Schools*, which was funded for five-years by DFID. This project was based on establishing centres of excellence and expertise around Berkshire and Oxfordshire. Barbara, with her colleague Louise, developed a set of activities to find out about prevailing attitudes in a school and to inform the work done with teachers from that school. This project has led to the publication of the toolkit for teachers entitled *How do we know it's working? A toolkit for measuring attitudinal change?* (2008). This publication was very well received and is regarded as one of RISC's most influential publications.
Global Kidz	A toddler and carer group taking place at RISC with activities with a global dimension. The project lasted three years and came to an end due to lack of funding (RISC, 2006).
Art and Global citizenship	In 2004 RISC began working in partnership with the Art department at the University of Reading Institute of Education and in 2006 with the October Gallery. The aim of these partnerships is to develop and disseminate ways of delivering Global Citizenship (GC) through art and design in primary and secondary schools (RISC website www.risc.org.uk 2015).
Margin to Mainstream	Our latest DfID funded project began in 2008 and built on RISC's successful work in partnership with schools across Oxfordshire and Berkshire. Over the three years the project worked with 5 Local Authorities (Reading, Bracknell Forest, Windsor & Maidenhead, Wokingham and West Berkshire) and the Diocese of Oxford to raise the profile of Global Citizenship and embed it in their training programmes for teachers, teaching assistants and governors (RISC website www.risc.org.uk 2015).
Quality or Quantity?	The formal education project *Quality or Quantity?* is a three-year project funded by the European Commission from 27th January 2013 till 26th January 2016. The project is an extension of the Global Schools project: the previous activities are being reviewed, new ones are being tested. It is similarly interested in promoting a methodology for measuring attitudinal change associated with interventions in Global Citizenship in schools RISC is the lead partner on the project and work with seven agents, which are other DECs based in the South-East of England and with partners in Slovakia, Czech Republic, Ireland, and Ethiopia. The project involves sixteen universities in total. The *Quality or Quantity?* project resulted in a new edition of *How do we know it's working?* (a new edition was published in October 2015 and launched at a launch event on 10th November 2015).
Understanding Islam: Challenging	It is a project run by RISC in partnership with the Centre for World Education (CMO) in Nijmegen, Netherlands. It is funded by the European Union through its Fundamental Rights and Citizenship Programme (RISC website www.risc.org.uk 2015).

| *Islamophobia* | |

Appendix 4.3 Resources designed and published by RISC

Source: RISC website http://www.risc.org.uk/resourcebank (2016)

Title	Topic
Adinkra	A primary cross-curricular project, using the Adinkra textile tradition from Ghana, to explore children's values and identity.
African Poverty, European Wealth: Why?	A new KS4-5 History and Geography resource, using images to investigate and question the history of poverty in Africa. Looking back to 1500, when there was equivalence between Africa and Europe, with the Benin and Tudor empires, the resource unravels seven myths about why Africa has become poorer as Europe has become richer. The pack comprises of a background information booklet, and 7 A3 posters of hand painted images.
All You Need for a Fair Trade Assembly	Three adaptable 15 minute assemblies, focusing on different Fair Trade products (chocolate, bananas, clothes/fashion).
All You Need for a Refugee Assembly	This pack challenges the myths and stereotypes which promote prejudice.
All You Need for a Sustainability Assembly	These assemblies are designed to engage pupils in thinking about these questions, about the choices we make and about their impact locally and globally. Each assembly can stand alone or they can be used in sequence, and they explore sustainability issues relating to food, waste and climate change. KS1/2/3
Are We Nearly There? A Self-Evaluation Framework for Global Citizenship	Supporting teachers in embedding, advancing and improving the delivery of Global Citizenship, across the whole school and beyond. This resource enables teachers to identify the point they have reached in the journey towards becoming a 'global school'. It builds on RISC's innovative methodology for measuring attitudinal change, and provides teachers with a framework for evaluating each area of Global Citizenship delivery across the whole school life, from teaching and learning to ethos, policies, displays, outreach and charitable activities.
Bananas & (Cocoa) Beans	This teaching pack investigates our links with people across the globe through trade in food and drink products. Includes teacher information, pupil activities and photocopiable materials.
Choc-a-lot	This pack is for teachers and youth workers and provides a detailed outline of activities for a day workshop which introduces young people to the issues behind the global chocolate industry.
From Chocolate to Computers	Look behind some of the products we buy, use and often take for granted, uncovering the impact their production has on the workers involved and on their environment. Explore human rights, interdependence and sustainability, and raise awareness of some of the complexities of fair trade.
Growing Bananas	A whole class trading game with background information including photos of the production process.
Growing Up Global	An Early Years Handbook that demonstrates how global education can be a thread running through learning and teaching right from the start. 12 exciting sections from 'Me and My Family' to 'Making a Story Tent'

	and 'Surprises in South Africa'.
How Do We Know It's Working? A toolkit for measuring attitudinal change in global citizenship	This innovative new resource offers all teachers and educators tools for measuring the impact of their work on children and young people's attitudes and values. The resource and accompanying CD consist of 16 activities to establish elements of pupils' knowledge, attitudes and values in relation to Global Citizenship, with tips and ideas for analysing the data, and measuring change in attitudes and values, after teaching input.
pARTicipate: Hassan Massoudy	Hassan Massoudy is an artist for whom the word itself remains the most sublime creative force. His creations are a subtle mix of present and past, oriental and occidental, tradition and modernity. The words and phrases, which are the inspiration for his calligraphy, are drawn from proverbs, poets and philosophers throughout the centuries. Hassan Massoudy was born in 1944 in Najef, southern Iraq, growing up in a traditional Iraqi society. He moved to Baghdad in 1961 learning the various classic styles of calligraphy studying graphic design, communication arts and fine arts. His desire to study art, coupled with the political events in Iraq at the time, saw him leave for Paris in 1969 where he enrolled at the École des Beaux- Arts. Massoudy was not only influenced by the great Arabic masters but also the painters Leger, Matisse, Soulages and Picasso. After receiving his degree in 1975 he returned to calligraphy in a more enriched way, employing classical styles in a newer and freer manner. For thirteen years from 1972 he toured Europe with his *Arabesque* performance combining music, poetry and calligraphy. Peace and tolerance are central themes of his work leading him to work with Amnesty International, UNICEF and other related organisations.
pARTicipate: Huang Xu	Huang Xu was born in Beijing in 1968. He established the Substratum Art Studio in 1989, the Migrant Bird Art Studio in 1991 and the Big Basin Studio in 2003. He has exhibited in Australia, the UK and China, and works as a professional artist in Beijing. Huang Xu's C-prints explore the fragile nature of the contemporary global economy. He uses waste materials such as plastic bags and elevates them to sublime dimensions. The tattered remains of plastic bags from rubbish heaps in China are collected and digitally remodeled in the 3D scanners normally used by archaeologists, to produce images of haunting luminosity. Evoking the aesthetic of the sublime, Huang Xu's vast prints capture freeze-frame shots of decay in a maelstrom of economic change. For Huang Xu, the mundane history of the plastic shopping bag evokes a critical commentary on China's acceleration towards a free-market economy and the global shift in the fortunes of capitalism.
pARTicipate: Julien Sinzogan	Julien Sinzogan was born in the Republic of Benin, once one of the largest slave-trading ports on the West African coast. His works often feature ships and depict the mythical return journeys that carried away the people of

	Benin and other areas of West Africa to be slaves in the New World. Julien Sinzogan lives and works in Paris. After studying architecture in Tashkent and then in Paris, he now devotes his time to drawing and painting. He often combines monochrome drawing with coloured forms which draw upon the sources of vodun and history in Benin. A special commission made for "Uncomfortable Truths: the shadow of slave trading on contemporary art and design" showed at the Victoria and Albert Museum in 2007 and his work featured in the Voyages exhibition at October Gallery.
pARTicipate: Nnenna Okore	Born in Nsukka - Nigeria, Nnenna Okore now lives and works in Chicago USA, where she is the Assistant Professor and Chair of the Art Department at North Park University. She received her B.A degree in Painting from the University of Nigeria in 1999, and an M.A and M.F.A. in Sculpture from the University of Iowa in 2004 and 2005. She has received several awards and residencies worldwide, and been shown in numerous prestigious galleries and museums within and outside the United States. Nnenna Okore's art is inspired by the use of discarded and found objects in rural areas of her native Nigeria. Her work, by virtue of these influences, celebrates the transformation of discarded materials into cultural objects, forms, and spaces and brings a critical focus to bear on the consumption and recycling cultures in parts of Nigeria. Her materials include newspapers, wax, cloth, rope, clay and sticks and she applies various repetitive and labor-intensive techniques, like weaving, twisting, sewing, dyeing, waxing and rolling, which were learned by watching Nigerian villagers perform everyday tasks. These processes accentuate colors, textures and other visceral qualities of her sculptures.
pARTicipate: Romuald Hazoumé	Winner of the Arnold Bode prize at documenta 12, Kassel, Germany, Romuald Hazoumé is one of Africa's leading visual artists. He has worked with many media throughout his career, from discarded petrol canisters, oil paint and canvas, to large-scale installation, video and photography. Romuald Hazoumé was born in 1962 in Porto Novo, Republic of Benin, and now lives in Cotonou and works in Porto Novo. In the mid-1980s, he began an extended series of works made from discarded plastic containers, and in particular from gasoline canisters. His masks and installations explore political, social and global issues, in addition to making important links with this Yoruba heritage. His work has won widespread critical acclaim, and he has exhibited his major installation *La Bouche du Roi*, a re-creation of a slave ship made from petrol canisters, in solo shows at the British Museum, London, the Menil Collection, Houston and the Musée Quai Branly, Paris.
pARTicipate: Rosanna	Key stage 2 & 3 Resource pack: Exploring identity and representation through the artworks of four leading artists from Aotearoa (New Zealand) and the Pacific Islands.

Raymond	
Passion for Fashion	Enabling young people to explore their links with contemporaries in the Majority World. This pack is available in both school and youth work versions.
The Cost of Coffee Fair Trade and the World Coffee Market	A pack of activities for teachers and facilitators, investigating the global trade in coffee, focussing in particular on the crisis facing coffee farmers. The activities look at the causes and consequences of the catastrophic fall in coffee prices.
Uganda or UK?	A cross-curricular photo resource to support school partnerships, deliver Global Citizenship and explore images. With over 62 images of Uganda, accompanied by matching pairs of images of the UK, engaging activities and guidance and support for embedding a reciprocal school partnership in the curriculum, providing a balanced view of a locality and challenging stereotypes of people and places.

Appendix 4.4 Examples of prejudices being tackled with the activities proposed in RISC publication : *how do we know it's working ?* **(2008, 2015) organised in terms of identification levels.**

Identity level of the stereotype	Activity name	Example of prejudice, stereotype or attitude being challenged
Human beings	What does the picture mean: co-operation? (2008)	Under-knowledge of co-operation.
	What's the same, what's different? (2008, 2015)	Over-estimation of differences and under-estimation of the similarities with people from anywhere else in the world.
	What are they like? (2008)	Prejudice that it is possible to know someone from his/her appearance.
	Why are people hungry? (2008, 2015)	Under-awareness of the causes of hunger and of what can be done about it.
	How can I make the world a better place? (2008, 2015)	Under-awareness of the interdependent impact that individual actions can have.
	What's the best way to protect the environment? (2008)	Lack of awareness of the negative effects of recycling and belief that recycling is the solution (rather than saying 'no' or re-using). Under-estimation of the impact of individual localised actions such as buying food grown by local farmers.
	What do these children need? (2015)	Stereotype of the needs of children from different places being different.
	Human rights for everyone? (2015)	Over-differentiation between one's human rights and others' human rights.
	Whose responsibility are human rights? (2015)	Under-estimation of one's agency regarding human rights being accessed.
	Can you do anything about it? (2015)	Underestimation of agency power through participation in local and global issues.
	Why are people poor? (2015)	Misconceptions about the making of poverty.
	What would make the most difference? (2015)	Under-estimation of agency power as customers.
	Which tomatoes would you buy? (2015)	Under-estimation of agency towards the environment as customers.
	How much water can you save? (2015)	Under-estimation of agency power in terms of water conservation.
	What's the best way to protect the environment? (2015)	Under-estimation of individual agency to take action for the environment.
	What's the best way to stop a conflict? (2015)	Under-developed non-violent conflict resolution skills.
Home/community	What does home mean	Under-estimation of the importance of

	to you? (2015)	home to all.
	Which would make the best home? (2015)	Preconceptions regarding what is important and unimportant about a home.
	What makes a good community? (2015)	Under-estimation of the variety of needs in a community.
	Fair or unfair? (2015)	Under-developed understanding of the importance of sharing resources and of justice.
	What do we think about weapons? (2015)	Lack of awareness of the impact of having weapons and armaments.
	How do you describe peace? (2015)	Misconception that peace only equals an absence of conflict.
Family	Is this a family? (2008, 2015)	Representation of a family as necessarily of one colour, with a mother and a father, with parents without disabilities.
Social groups	How do they feel? (2008)	Under-identification with illegal immigrants, with those presented as others by the media.
	What does this picture mean: black or white? (2008)	Under-acknowledgement of racism.
	Who will have which job? (2008, 2015)	Prejudice that some jobs are not for women, 'non-white' people.
	Who would you choose to be your friend? (2008, 2015)	Prejudices that a friend has to belong to a specific gender or ethnicity.
	What do you think they're thinking (2015)?	Stereotypes associated with ethnicity.
	Which jobs are for women and which are for men? (2015)	Stereotypes associating jobs with gender.
	Which toys are for girls and which are for boys? (2015)	Stereotypes associating toys with gender.
	What do you think about the hijab? (2015)	Stereotypes related to Muslim women and Islam.
	What do you think about migrants? (2015)	Stereotypical representations of migrants.
Organisations	What do these logos mean? (2008)	Over-knowledge of dominant logos, under-knowledge of other logos.
	Which brand is best? (2015)?	Lack of critical thinking regarding criteria used to identify with a brand.
	Should I donate? (2015)	Lack of critical thinking towards charity appeals.
	Charity or justice? (2015)	Lack of critical thinking regarding charity activities in which one participates.
	What would you see in country in Africa?	Over-differentiation between countries from different regions of the world.

Countries	(2008, 2015)	Africa as rural only.
	India or UK? (2008)	Over-differentiation between India and UK.
	China, UK or both? (2015)	Under-awareness of similarities between one's country and other countries.
	Brazil or UK? (2015)	Under-estimation of diversity within countries.
	Majority World or Minority World? (2015)	Stereotypes about Majority and Minority World countries.
	How British is Britain? (2015)	Stereotypes related to what it means to be British.
Earth/world	What do you know about…? (2008)	Under-estimation of local diversity.
	Where in the world? (2015)	Stereotypes about different people and places.
	Where do the world's refugees go? (2015)	Under-awareness of inequalities in the global distribution of population, wealth and refugees.
	To build or not to build? (2015)	Under-estimation of the variety of needs which are met by a local natural environment.
	What questions can you ask? (2015)	Lack of knowledge about water security, climate change and the importance of water conservation.
	Which energy for the future? (2015)	Lack of knowledge about the impacts of energy production and consumption.
	Where is this happening? (2015)	Bias about places vehicled by the media.
	Who exports conflict? (2015)	Lack of knowledge of world arm trade.

Appendix 4.5 Global Citizenship learning objectives as defined in *how do we know it's working? a toolkit for measuring attitudinal change in global citizenship from early years to KS5* **(2008)**

Categories of learning objectives	Learning objectives
Knowledge and understanding	To raise awareness of pupils' global links and connections.
	To enable pupils to learn about the people and processes involved in producing commonly available foods.
	To enable pupils to become aware of where food comes from and how it reaches them, to understand why food shortages occur.
	To enable pupils to learn about trade between countries.
	To enable pupils to become aware of inequalities and injustices in the current world trading system.
	To raise pupils' awareness of the impact of human activity on the environment.
	To foster a sense of responsibility for the environment and for the sustainable use of resources.
	To raise pupils' awareness of the many different kinds of families and homes in which people live.
	To develop pupils' knowledge of the wider world.
Skills	To enable pupils to develop skills of co-operation and conflict resolution.
	To encourage pupils to express their own opinions and value the opinions of others.
Values and attitudes	To encourage pupils to focus on the similarities between people and value the common humanity shared by us all.
	To challenge stereotypes of people and places and offer pupils a more balanced view.
	To promote the idea that we have as much to learn from others as they do from us.
	To celebrate the contribution to human achievement made by societies around the world, past and present.
	To promote an understanding and commitment to democratic processes.
	To develop an understanding that people may be treated less fairly because of their race, gender, disability, sexuality, age and class.
	To enable pupils to respect diversity in families.
	To enable pupils to develop a positive sense of their own identity and to respect the identity of others.
	To help pupils develop an understanding of their own and each other's rights and responsibilities.
	To equip pupils with the understanding and values which empower them to make a difference.

Appendix 4.6 A case study illustrating the risk of reinforcing stereotypes

Repeating *What would you see in a country like Africa?* and What *do you know about Zambia?* activities showed unexpected changes: instead of a more balanced view, the students' responses were even more polarised. For example, in the case of *What would you see in a country in Africa?* 74% (previously 52%) were about the natural environment and only 10% (previously 31%) about people and society. Although the Zambia responses showed the students had greater factual knowledge, eg about currency, languages spoken and food, they still focused on the negative, eg 60% of children at the school have no parents was one of the few comments our students made about the Zambian school. Despite visiting the country, the results were almost the same. This led us to ask if they had learnt anything very much from the partnership! […] We realised we'd need to put more thought into careful planning and embedding the partnership in the curriculum if future visits were to make a meaningful contribution to students' understanding of Zambia (Case study of a multi-ethnic secondary school, presented in RISC, 2008, p. 55).

Appendix 4.7 RISC's definitions of attitudes

Acknowledging that attitudes are characterised in various ways theoretically, RISC (2015, p. 9) proposes understanding attitudes through three inter-related components:

> The **cognitive component** encompasses the information we receive about the real world around us; this component is, to a certain extent, subjective depending on the ability and experiences of the individual. This manifests itself in the way pupils reveal their knowledge and use it in discussions, how they support their beliefs, make decisions and substantiate them.
>
> The **affective component** is evaluative. It is based on our emotions, how we feel about certain people, situations or things. This may reveal itself, for example, during conflicts. When an issue arises that pupils feel strongly about, expression of knowledge and experiences may be influenced by emotions.
>
> The **conative, or behavioural, component** is how attitudes are revealed to others through our behaviour. It encompasses the readiness of pupils to react in a certain way in a given situation.
>
> The cognitive component can influence the affective and conative, while the affective component often has the greatest influence on attitudes. Emotions can cause us to adjust and distort available information in a direction that is in tune with our experience. The cognitive together with the affective component impact on our behaviour and actions.
>
> (Emphasis in the original)

Appendix 4.8 Participants' reasons for getting involved with RISC and GCE

Family

- Multi-cultural family

Interests

- Sustainable development, permaculture, use of images, politics of representation, cultural resistance, outdoor classroom

- Great interests in other cultures and the importance of rituals, arts and artefacts that they use

- Global citizenship and widening the curriculum, international relations

- Interest in art and awareness of the importance to handle objects from other culture sensitively. Hayward Gallery exhibition on contemporary African art

- Very interested in issues of peace and conflict

- Interest in World Studies, the work of Oxfam and other aid agencies

- Experience of being in different cultures, people's raising their voice

Travelling and living abroad

- Extensive world travelling

- Exchange student

- Working in the Majority World countries with VSO

Political context

- Margaret Thatcher coming to power late 1979 and closing down development education funding, development education seen as subversive throughout the 1980s

- High unemployment and unfavourable job market

- A lot of activism in the 1980s

- Beginning of the 1980s: active peace movement

- Band Aid, Live Aid, Ethiopian famine

- Anti-apartheid movement

- Lack of discussion around political questions of development

Activism

- Grassroots activism: work on child labour rights in Nepal, work with political organisations around cultural resistance

- Inspired by the World Shops movement and the public identity of World shops in Netherlands

- Involved as a peace activist, in the Labour Movement and in a trade union, and feminist

- Active in the student society known as 'Third World First' at Leeds University

- Involvement in the peace movement, Campaign for Nuclear Disarmament (CND), the peace education movement

Quality of the workplace

- RISC as a place where it possible to indulge one's personal interests

- Working in a multicultural and inclusive school

Training as a teacher

- PGCE in Primary

- History teacher

- Trained as a teacher

Subjects studied at university

- Geography and Social Sciences.

- Thesis on North West Coast American Indian Art.

- MA in West African History at the School of Oriental and African Studies

- University subject called 'education in developing countries' about informal and formal education and universal primary education in particular.

- Masters degree at the Institute of Education on Education and Development

Professional experiences

- Working at City Farms in Bristol

- Being recruited by RISC

- Teaching Geography, integrated humanities and social studies

- Worked with UNICEF on Right Respecting School agenda and award

- Development Education Grant Manager for Oxfam.

- Responsibilities in ITT at the University of Reading, involved in professional studies programme

- Working with Oxfam and on Oxfam curriculum for global citizenship

- Representing the UK in the European Development Education forum

Involvement in the delivery of GCE projects

- Contributing to a variety of RISC projects

- Providing financial support to RISC initiatives

- Collaboration with Barbara aiming to address global citizenship through Art

- Setting up Leeds DEC

Appendix 4.9 Stakeholders involved in the *Quality or Quantity?* project

Source: Monitoring and Evaluation Framework of the project *Quality or Quantity*? (Píbilová, 2013)

Three partner organisations in 4 EU countries (RISC in the United Kingdom and Ireland, People In Need – PIN in the Czech Republic, Milan Simecka Foundation – MSF in Slovakia) and one non-EU country (People in Need-PIN in Ethiopia), where only some activities take place […].
Tutors of 16 Initial Teacher Education (ITE) providers […], student teachers and department heads, working groups of tutors at each ITE provider.
Teachers at primary, secondary and special schools, their pupils (beneficiaries) and school directors; one working group of teachers per partner and subcontractor (min. 2 in SK, 2 in the CR, 7 in the UK).
Subcontractors – DE providers (NGOs) receiving capacity building as a part of the project as well as delivering project activities, working with project partners, ITE providers and schools.
Experts, providing on-going consultancy and support to schools and ITE providers; an expert consulting group in each country.
Decision makers, especially the Ministry of Education, Ministry of Foreign Affairs, Pedagogical Institutes.
Parents of pupils, [who] are not directly targeted [but] remain as indirect beneficiaries.
Beneficiaries of DE providers (pupils, students, public etc.), who are indirect project beneficiaries.

Appendix 5.1 RISC's analysis of student-teachers' evaluations, Oxford Brookes University

BA year 1

Global Citizenship Workshop16th 17th March 2015

What has been most useful and why?

* I enjoyed challenging assumptions the most, it revealed my own stereotypical thinking and assumptions
* Importance of challenging our own assumptions as teachers
* The roof garden was inspirational for future use
* seeing how a school garden could be used, practical ideas x 5
* I found the whole day very useful and thought provoking
* realizing the importance of stereotypes, addressing it in teaching
* roof garden – good for children in so many ways, cross curricular
* Stereotypes, challenging our first perceptions – good to do with children
* The sides behind Fairtrade not all good.
* Judging people is an attitude children should be taught about so they can change their perceptions
* The things children can do to reduce their ecological footprint
* Challenging assumptions was the best in my opinion as it was interactive and really sent the message about being open minded etc.
* cross curricular links in all three sessions x2
* learning about my food origins and how they affect the planet
* The cross-curricular links in the garden, inspiring us to think around a topic and see the different ways to address it.
* Wide range of activities we could use in our own schools to teach GC
* The food workshop: it gave a perspective and information one may not necessarily consider. Very thought provoking and great ideas for practice.
* challenging assumptions and the food workshop very interesting – gave me ideas ideas of how to teach x3
* The food session – seeing the huge impact that things that appear small might have
* Food – I found this the most useful one as it was very applicable in the classroom with everyday objects
* Learning not to generalize and have a single story
* Seeing and trying different activities rather than just talking about them
* Really passionate staff!
* Challenging assumptions – learning the importance of broadening children's awareness of different cultures
* Challenging assumptions – very interactive and offered lots of great ideas to incorporate in placement x2
* Challenging assumptions – gave me a clearer idea on stereotypes and how they aren't a true reflection
* importance of outdoor education
* looking at stereotyping and misconceptions in every day life
* all of the workshops were eye opening
* hands on activities

* learning how to challenge children's stereotypes / misconceptions of other countries
* the amount of amazing ideas we have been given to explore in the school
* It was really well organized and introduced the ideas clearly
* information about allotment spaces to include in the community, informing pupils and potentially sell to make money for the school
* learning about the importance of equality
* the impact children can have on fair trade items
* Rooftop garden – realizing its impact on social development (not only curriculum based)
* Everyone has a story
* TED talk

What could have been better?
* having more information, eg a leaflet x2
* getting printouts of the activities so that we get them right in the future
* more time to explore the roof garden – could use more colour
* Could have used rooftop garden more x2
* the start of the roof garden wasn't very interactive x 2 (maybe use pictures of plants to connect them with countries)
* Even though the food session was effective, children can't change everything – this should be acknowledged
* the challenging assumptions was very similar to our first day x5
* could have spent more time in the garden x4
* Handouts with examples of plants would be useful
* more links to the national curriculum
* Garden session could have had a wider range of lesson ideas
* Garden session could have been more interactive x2
* Referring us to good websites, books etc.
* Enjoyed the sessions, but they could be a little bit shorter
* The teacher was great at the Fairtrade workshop but it was a bit tedious as we already knew a lot of the information
* more hands on approach x4
* There could have been more time in Challenging assumptions workshop (the timing of the activities could have been planned better) x2
* more space and time for the challenging assumption (only first day) x2
* school gardening – what if no garden is available?
* Doing it at uni x 3 – talking about the environment factors on bananas in transport is same as 100 students going to one place vs 3 speakers
* child-friendly stereotype activity
* Fairtrade could have been more interactive x 3
* showing how the activities have affected the views of children
* Challenging assumptions : the Women's day activity – matching the woman and the description encouraged rather than discouraged stereotyping

How important is GC?

Very important	Quite important	Not sure	Not very important	Not at all important
61	17	0	0	0

Comments;

How confident do you feel to deliver GC?

Very confident	Quite confident	Not sure	Not very confident	Not at all confident
3	63	10	2	0

Comments:

How likely are you deliver GC in the future?

Very likely	Quite likely	Not sure	Not very likely	Not at all likely
35	35	2	0	0

Comments:

Teachers should influence pupils' values and attitudes

I strongly agree	I agree	I'm not sure	I disagree	I strongly disagree
26	38	8	5	0

Comments:

We can measure changes in pupils' values and attitudes

I strongly agree	I agree	I'm not sure	I disagree	I strongly disagree
11	52	16	0	0

Comments:

Appendix 5.2 RISC's analysis of student-teachers' evaluations, University of Reading, Primary PGCE

Global Citizenship Day
26th March 2015

N= 39

<u>What has been most useful and why?</u>
- Good ideas for lesson activities x 7
- Good ideas for resources/range of resources to use x4
- Awareness of showing contemporary life, not just traditional.
- Comparing like for like and drawing children's attention to similarities instead of differences x2
- Activities to use elicit children's attitudes and really make them think x2
- Snapshot of available resources available
- Good variety of workshops to help emphasize diversity
- Session with RISC x2
- Ideas for activities that challenge stereotypes and assumptions
- Ideas for how to effectively tie in activities with foundation subjects
- Challenging our own assumptions/stereotypes x5
- Having resources to explore and give ideas about teaching global citizenship to children
- Resources that can be used/adapted for the classroom to promote global citizenship
- Lesson/resource ideas x4
- How to teach traditional alongside modern culture and use pictures as stimulus
- Books to use ideas
- Good video
- Challenging assumptions – loved it!
- Realising how narrow a perspective we often show children and how important it is to broaden and challenge assumptions.
- Artist + music ideas were brilliant
- Ideas how to check childrens attitudes to know what work is needed
- Resources – books to use in schools
- Understanding what global citizenship is
- Time to look at resources available
- Feel inspired to be more creative in allowing global citizenship to be taught through child led learning, considering the views of the children
- The day was very though provoking, all the resources were really useful
- A very useful day with great ideas for things I can easily do in my classroom,
- Challenged a lot of my own assumptions – ie teaching the " African house" viewpoint
- session at RISC – resource ideas
- Session at RISC, learning about the different artists was fascinating as I am not very arty myself but feel like I should do some projects at school
- the range of activites
- Arts ideas x2
- really liked the pictures with a flap
- activity and resource suggestions x2

- all sessions and ideas were useful. To me the arts and music were good as I can take that into teaching in primary schools
- links to teacher standards
- I found all of it really useful, and it has given me lots of ideas of how to incorporate Global Citizenship into teaching
- looking at lots of different activities and ideas

What could have been better?

- Do do this in december.
- Could have used data from KS2 placement when data collection may have been easier/could have had more discussions.
- Providing some of the resources would have been helpful for future teaching
- Would have been beneficial to have been provided with some of the resources x 2
- More dicussison on citizenship
- To be given more of an idea what RISC etc can do to put pressure on companies
- Day badly placed within term x2
- Bad timing due to other assignments
- A handout with activity ideas x5
- handout with activities and websites
- Opportunuty to make rsources/take home
- Activity ideas for younger children
- We didn't view RISC
- List of the activity books x3
- Could have all been done at London Road campus?
- More ideas for EYFS x2
- Limited tiome to look at books x2
- Recommended book?
- A lot of resources we find in line with the university workshops
- Perhaps a shorter introduction.
- Would have been helpful to find out the purpose of the RISC task before arrying it out
- bit more explanation of some activities. How / when they can be used and which ones can be used together
- some sheets with activities
- nothing x7

How important is GC?

Very important	Quite important	Not sure	Not very important	Not at all important
34	5	0	0	0

Comments;

How confident do you feel to deliver GC?

Very confident	Quite confident	Not sure	Not very confident	Not at all confident
3	36	0	0	0

Comments:

How likely are you deliver GC in the future?

Very likely	Quite likely	Not sure	Not very likely	Not at all likely
24	14	1	0	0

Comments:

Teachers should influence pupils' values and attitudes

I strongly agree	I agree	I'm not sure	I disagree	I strongly disagree
1	19	10	2	1

Comments:

We can measure changes in pupils' values and attitudes

I strongly agree	I agree	I'm not sure	I disagree	I strongly disagree
12	22	5	0	0

Comments:

Appendix 5.3 Student-teachers and Global Citizenship

Source: compiled from the results collected by RISC presented in Appendices 5.1 and 5.2

	How important is GC?									
	Very important		Quite important		Not sure		Not very important		Not at all important	
BA year 1, Institute of Education, Oxford Brookes University (78 evaluations).	61	78%	17	22%	0	0%	0	0%	0	0%
Primary PGCE students, University of Reading (39 evaluations)	34	87%	5	13%	0	0%	0	0%	0	0%
	How confident do you feel to deliver GC?									
	Very confident		Quite confident		Not sure		Not very confident		Not at all confident	
BA year 1	3	4%	63	81%	10	13%	2	2%	0	0%
Primary PGCE	3	8%	36	92%	0	0%	0	0%	0	0%
	How likely are you deliver GC in the future?									
	Very likely		Quite likely		Not sure		Not very likely		Not at all likely	
BA year 1 [72 answers]	35	49%	35	49%	2	2%	0	0%	0	0%
Primary PGCE	24	61%	14	36%	1	3%	0	0%	0	0%
	Teachers should influence pupils' values and attitudes									
	I strongly agree		I agree		I'm not sure		I disagree		I strongly disagree	
BA year 1 [77 answers]	26	34%	38	49%	8	10%	5	7%	0	0%
Primary PGCE [33 answers]	1	3%	19	56%	10	30%	2	6%	1	3%
	We can measure changes in pupils' values and attitudes									
	I strongly agree		I agree		I'm not sure		I disagree		I strongly disagree	
BA year 1	11	14%	52	66%	16	20%	0	0%	0	0%
Primary PGCE	12	31%	22	56%	5	13%	0	0%	0	0%

Appendix 5.4 Events of the 2015 Reading International Festival which took place at RISC Source: leaflet advertising the festival

Title of the event	Groups and charities hosting the event	Cost	Description of the event
Film: The Dublin Pitfall	Reading Amnesty	Free/donations	Addressing the consequences of the Dublin Regulation on Syrian refugees in Europe, this film tracks 5 individuals fleeing war only to face harsher conditions in their host country. Followed by panel debate.
Festival Theme Night: Questions and Answers	Readifolk Song and Music Club	£2	A singaround with a chance for everyone to link their song to the festival theme.
RRSG AGM and launch of our drop in centre	Reading Refugee Support Group	Free	Funded by the Peoples Health Trust, followed by lunch.
San Francisco Libre en Rumbo	Reading San Francisco Libre Association	Free/donations	Hear about the projects the group is supporting in San Francisco Libre, Reading's twin town in Nicaragua
Film: The Time That Remains	RISC Film Club	£5 for autumn term	A semi-autobiographical examination of the state of Israel in 1948 through the present day. It gives a portrait of the daily life of the Palestinians, who were labeled Israeli-Arabs after they chose to remain in their country and to become a minority.
The Danger of Trade Wars… WTO, TTIP, TPP, EPA	Global Justice Reading	Free/donations	Yash Tandon, former head of the think-tank South Centre, challenges the claim that 'free trade' is the most efficient way of allocating the planet resources. From slavery to the present commodities market, trade has been the West's relentless weapon against the Global South. Fair trade drinks and snacks.
Impact of earthquake on fair trade in Nepal.	RISC and Reading Fairtrade Steering Group	Free/donations	Citra Bahadur KC, the director of new Sadle and President of WFTO Asia, will give a presentation on the impact of the earthquake on fair traders plus immediate and long-term relief activities by members of Fair Trade Group Nepal. Chitra will also update us on the introduction of the WFTO producer mark in Nepal. Join us for fair trade drinks and feast.
Film: The Man	Reading Peace	£3 waged/£2	One night in 1983 Stanislav Petrov

Who Saved The World	Group and Reading World Film Club	unwaged	disobeyed military orders and prevented a nuclear holocaust.
Guest Singer night	Readifolk Song and Music Club	£6	Reg Meuross's songs embody the festival theme.
Global Climate Change	Reading Friends of the Earth	Free/donations	Professor Richard P Allan (University of Reading) explores how much the earth will warm in the current century and what the implications are for the global water cycle, upon which societies and ecosystems depend? He will also discuss hotly debated issues including the apparent recent 'hiatus' in global warming.
Gaza's Health Sector Under Attack	RISC and Reading Palestine Solidarity Group	Free/donations	Tony Laurance, CEO Medical Aid for Palestine (MAP), has been working with the health sector in Gaza for the past seven years and was there at the end of the war last year. He will talk about the devastation caused by the war, the situation in Gaza now and the work MAP is doing to support recovery. MAP works for the health and dignity of Palestinians living under occupation as refugees. It has offices in Gaza City, Ramallah and Beirut and supports both emergency health programmes and longer-term health development. Fairtrade drinks and Middle Eastern snacks.
Homeless: A cultural Finnish/Palestinian crossover	RISC	Free/donations	Laura Ryhänen and Ahmed Masoud couple beautiful readings from Ahmed's novel Vanished, The Mysterious Disappearance of Mustafa Ouda (nominated for Palestinian Book Awards) with gorgeous Finnish folk songs to process the haunting concept of home, roots, missing home, having to leave home, and not knowing where one's home is.
Film and discussion: The Gatekeepers	Reading Palestine Solidarity Campaign	Free	Six heads of Israel's secret service share shocking highly guarded state secrets. They reflect upon their 'controversial' actions from the 1960's to the present. Rare footage and reconstructions. Followed by discussion.
War and Peace in	Reading	Free	Talks about the ongoing war in

Sudan	Sudanese Community		Sudan. Peace agreements and the prospects for the future of real peace in Sudan. Sudanese music tbc.
Theme Night: Halloween	Readifolk Song and Music Club	£2	[no description]
Athens to Reading – Resisting international Debt	Reading People's Assembly	Free/donations	Sarah-Jayne Clifton director of the Jubilee Debt Campaign will present: How is the Greek Debt Crisis related to UK Austerity politics? Making local and global economic links.
Film The Divide	Living Wage Reading	£3	Based on the book *The Spirit Level* the film follows seven characters battling to cope with the consequences of income inequality. It weaves their stories together with evidence of the growing income gap, painting a typical picture of how economic division creates social division and personal anxiety.
Film Iraq – Light in Time to Come	Tadhamun (Iraqi Women Solidarity) and Reading Peace Group	Free	By listening to Iraqis voicing their concerns, dreams and aspirations, this documentary hopes to make a contribution to the understanding of other cultures. It attempts to lay a foundation of support to Iraqis and other Middle Eastern people on their path to freedom. Followed by discussion. Iraqi snacks and refreshments available.
Calling to Account	RISC	Free	This exhibition – using collage to show relationships – uses simple language to explain the origins of the United Nations System of National Accounts (UNSNA) and shows the structures that underpin this system. It also illustrates how statistics are compiled and how it considers the environment and unpaid work as an unlimited free gift. "A cool breeze is of no value, but cool air produced through an air conditioner is" "Nowhere is there an account for death, poverty, homelessness, refugees, ruined food sources, waste in investment of armaments and exploited environment. " Marilyn Waring

Appendix 5.5 Presence of axes in observation notes of training sessions with student-teachers   Source: observations

Axes for observation	17/03/2015 Oxford Brooks University	26/03/2015 University of Reading
Axes for observation	**Times**	**Times**
Discourse used	5	0
Issues covered	10	0
Solidarity promoted	0	1
Pedagogy used	42	22
Challenges for RISC and Global Citizenship Education	1	0
Opportunities for RISC and Global Citizenship Education	2	0
Difficulties met by the students	6	2
Total	66	25

Appendix 5.6 Titles of teachers' presentations at the launch conference marking the end of RISC project *Quality or Quantity?* and their schools.

Source: launch conference handout.

School	School policies
Church of England Primary	Focussing on similarities before differences across the whole school, exploring new ways to approach fundraising.
Church of England Primary	Assessing critical thinking around peace and conflict – recording pupils' journeys of knowledge, understanding and skills using the Fair or Unfair? Activity
Further Education College	Exploring how to motivate Further Education (+16) students to take action for human rights, through immersive participatory drama.
Secondary	Measuring change in attitudes through decision making in Design & Technology
Church of England Primary	Exploring empathy through Philosophy for Children in Key Stage 2
Roman Catholic Primary	Challenging stereotypes about immigration and human rights with Primary children.
Primary and secondary School	An opportunity to see how the audit activities can be successfully used in association with a partner school in India, both through and across the Secondary curriculum – a good way to strengthen the partnership!
Roman Catholic Primary	School Charters in a Rights Respecting School – Home and Away.
Secondary	Convincing Maths Department colleagues to join on the Global Citizenship journey in our Secondary School
Primary	Seeing the other side, embracing diversity, values and principles with a partner school in Kenya.
Infant and Junior	Inspiring children to believe they can make the world a better place, through the Send My Friend to School campaign.
Roman Catholic Primary	Investing in whole school training to bring about effective change in a faith school
Nursery/Infant	Measuring attitudes towards diversity in Early Years, using Persona Dolls in response to findings
Slovakian Secondary	Setting out in a journey to challenge my students' stereotypes about same sex families, and challenging my own at the same time, in a Slovakian Secondary School
Nursery	Using an audit of library resources, and exploring different families to bring about change across the whole Nursery school.

Appendix 5.7 Fair trade organisations supplying RISC

- Lanka Kade

- one village.com

- hive

- namaste

- www.prokritee.com Jalal Nagor Development program

- just trade

- traidcraft

- just trading Scotland

- World Fair Trade Organisation crafts

- Fair trade

- BA Fair Trade Shops

- cool trade winds

- artes mundi

- keednepal

- pachacuti

- new overseas trader

- Moroccan bazaar

- revolve UK

- remarkable

- tilnar art

- free set global