DICE Literature Review:

The Impact and Evaluation of Development Education in Irish Primary Schools

Benjamin Mallon

2018

Table of Contents

1. Introduction

Development Education (DE) is defined as "an educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live" (Irish Aid, 2006, p.9). This study seeks to support future research by providing an exploration of existing literature which considers the practice of DE in Irish primary schools, and by identifying potential gaps for future research in this area. Cognisant of the multiple 'adjectival educations' which also contribute towards young people's knowledge and understanding of, and attitude towards, global issues, this literature review also considers the impact and evaluation of the practice of, among other approaches, Human Rights Education, Global Citizenship Education and Education for Sustainable Development.

1.1 Funding of this report

The DICE Project is a national education partnership, funded by Irish Aid, which promotes and supports the integration of development education and intercultural education in Initial Teacher Education (ITE) at primary level in Ireland. The Project is implemented by four higher education institutions, namely Dublin City University, Marino Institute of Education, Mary Immaculate College Limerick and Maynooth University. It works to support teacher educators and student teachers within these institutions, to integrate global and intercultural perspectives and themes into their teaching practice and wider university/school environments. A programme of continuous professional development is open to lecturers, with summer schools and other professional development opportunities also offered to practicing teachers. DICE actively contributes to policy processes at a national level relating to development education, intercultural education and education for sustainable development and draws on research and best practice to inform inputs. By targeting the skills, knowledge and values of people involved in education, DICE seeks to promote global solidarity, human

rights and environmental awareness, and to support people to recognise and challenge discrimination and inequality, globally and locally.

1.2 Structure of the Report

The opening section of this report begins with a description of the methodology employed in developing this review of the literature concerned with the impact of DE within Irish Primary Schools. The report then focuses on the contested terminology which surrounds education associated within matters of local and global justice. This section considers some of the overlaps and tensions between 'adjectival educations' which have underpinned global learning within an Irish context.

The second section of the report explores the spaces for DE inherent with the Irish Primary Curriculum, firstly considering how the curriculum frames such forms of education, before exploring what Ruane et al. (1999) describe as "windows of opportunity" for the integration of global learning into primary classrooms. This section includes a focus on the early years' curriculum, Aistear and the important opportunities for DE herewith. This section also identifies important educational policies which offer opportunities and challenges to DE – namely the Intercultural Education in the Primary School: Guidelines for Schools (NCCA, 2005).

The third section of the report explores how the literature in this area has engaged with the question of how global learning should be measured. Here, the review considers how key dimensions of GCE are understood. The review then considers research which criticises the gap between external monitoring of DE and the learning processes taking place within classrooms. As a process tied inextricably to the learning process, the review then considers how existing research into classroom assessment has implications for DE practice in Ireland.

The fourth section of the report considers DE as a matter for teacher education. Here research exploring the barriers to effective DE is considered, before a focus on approaches to

DE teacher education in relation to the integration of DE, teacher exchanges and reflective practice are explored. This section also explores research into DE methodologies which include classroom-based approaches, school-linking methodologies and finally whole-school approaches to DE.

The penultimate section of this report considers certain broader commitments to DE. Firstly, it explores those found within the Sustainable Development Goals (SDGs) before considering the possibilities and potential limitations of educational approaches centred on this framework. Finally, the review considers how the 'Global Competence' strand within the PISA report may shape future considerations of how the impact of GCE is understood.

The final section of this report provides a conclusion on the key themes explored throughout the literature review and offers a series of avenues for future research in this area.

2. Methodology

This literature review employed a combination of systematic and targeted strategies to ensure access to the broadest range of research. The systematic review involved an online search for all peer-reviewed literature focused on DE practice in Irish Primary Schools. Published studies were identified through searches of the EBSCO, ERIC and Academic Search databases across an unrestricted time period. The search terms were explored through the keywords, title and abstract information associated with each source. It is important to consider that DE shares several conceptual similarities with other forms of education (see Bryan & Bracken, 2011; Tormey & Gleeson, 2012). The systematic search considered the broader range of research which included the practice and impact of primary educational approaches concerned with "enabling pupils to learn effectively and understand their role as global citizens living in a diverse society and contributing to a just and sustainable world" (DICE, 2014). These educational approaches, and thus the main search terms, included:

'Development education'; 'Global Citizenship Education'; 'Intercultural Education'; 'Peace Education'; 'Anti-Racist Education'; 'Human Rights education'; 'Social Justice Education'; 'Citizenship Education'; 'Global Education'; 'Global Learning'; 'Environmental Education'; 'Education for Sustainable Development'.

The search was narrowed geographically by the inclusion of 'AND Ireland'. From the articles derived from this initial search, a retrospective search of references and authors operating within the field revealed further items. From each of these items, a prospective approach using Google Scholar to forward reference both items and authors.

An important aim of this literature review was to map unpublished postgraduate studies from Irish third level institutions which explored primary school DE practice. A systematic review of each of the Irish third level repositories and the RIAN database using the same search parameters as above, but focused on postgraduate theses was undertaken.

3.   The Changing Landscape of Global Learning

3.1 From Development Education to Education for Sustainable Development

A focus on international matters has been a recognised component of educational programmes from as early as the late 1930s (Harris, 2004; Pike, 2008). In the aftermath of World War II, a global educational focus was promoted by the United Nations as a response to violent conflict (Bourn, 2015). This development was framed against the Universal Declaration of Human Rights (1948) and was promoted with increasing regularity by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) (Page, 2008). However, it was not until the 1970s, and particularly within the United Kingdom, that the concept of global education became increasingly popularised, driven by a desire to develop learners' understandings of global issues (Bourn, 2015; Davies, 2006, 2008; Osler & Vincent, 2004; Richardson, 1979).

In Ireland at this time, a few educational approaches, grounded within theological frameworks and labelled as Development Education (DE), gave learners the opportunity to explore the themes of justice, peace and human rights through an action-oriented perspective (Connolly, 1979; Lane, 1978). In the same decade, DE was being mobilised as a vehicle for supporting governmental policy, as the Department for Foreign Affairs and Trade began the funding of DE through the 'Irish Aid' development programme (Baily, O'Flaherty and Hogan, 2017, p.3).

Throughout Europe, DE became increasingly perceived as a means of improving the general public's knowledge and understanding of development issues, particularly as NGOs sought to garner support for aid programmes (Bourn, 2015; Bryan & Bracken, 2011). DE increasingly became structured around the relationships between the Global North and the Global South (Andreotti, 2006). An increased interest in globalisation, development of transnational policies (such as the Millennium Development Goals) and a number of popular

public campaigns (for example, Make Poverty History) saw DE become a concern for both civil society as well as those governmental departments responsible for aid and education (Bourn, 2015).

The emergence of DE as an important approach to global learning has certainly not been without question. Much of this criticism centres on the relationship within international development, which is perceived as complicit in of the promotion of hegemonic Western ideals and is accused of a failure to address the complicity of historical international systems in the production of global inequality (Escobar, 1995; Ziai, 2007). There remains a compelling argument that the historical roots of DE remain too entangled with the simplistic perceptions of charity and processes of neo-colonialism (Bryan & Bracken, 2011; Regan, 2007, cited in Baily et al., 2017, p. 3).

It is from opposition to such approaches, as well as accusations of a lack of conceptual clarity that have prompted educators to consider alternative frameworks for engaging with global issues (Bourn, 2015). Within an Irish context, there are numerous educational approaches which are perceived to play an important role in developing learners' understandings of global issues. Approaches such as environmental education, peace education, multicultural and intercultural education, human rights education, and more recently anti-racist education, often share common themes (Bourn, 2015; Fielder, 2008). Irish Aid themselves identify that: "the various 'educations' have much in common and can all make a contribution towards fostering in young people a sense of civic responsibility and a desire to make the world a better place" (NCCA/Irish Aid, 2006, p. 6).

Despite the recognition that multiple forms of education may contribute towards tackling both local and global issues, recent educational policy has put focus on Education for Sustainable Development (ESD). The publication of 'Education for Sustainability': The National Strategy on Education for Sustainable Development in Ireland, 2014- 2020 (DES,

2014) places explicit emphasis on the inclusion of ESD in pre-school, primary and post-primary education. As this policy states:

"A key objective of this strategy is to provide learners with the knowledge, dispositions, skills and values that will motivate and empower them to become active citizens and take measures to live more sustainably." (DES, 2014, p. 12).

The knowledge, attitudes, skills and values underpinned by active citizenship, and described within the policy, may be shared by other "adjectival educations", but there is a clear focus on the concept of sustainability within this approach. With such a clear policy focus, it is important to note that many of the criticisms levelled at DE and discussed above have also been identified as equally problematic in relation to ESD (Waldron, Ruane, Oberman & Morris, 2016).

3.2 Intercultural Education

Increasing diversity at a European level has prompted an increased engagement with intercultural policies focused on fostering social cohesion in relation to migrants, rather than the development of educational inclusion to support political participation (Faas, Hajisoeriou & Panayiotis, 2014). The complex relationship between DE and ICE is explored by Fitzgerald (2007). Whilst the two educations may share common skills and a comparable values base, there are important contrasting features, including a perception that DE includes a broad global focus whereas ICE may privilege more specific issues at the local level.

Despite a long history of racialised minority groups, the increased migration which supported the economic growth of the Celtic Tiger, as well as a small number of refugees and asylum seekers, was perceived to represent an increased diversity, but also an increase in racist incidents towards minority groups (Bryan, 2009). Waldron and Pike (2006) explain that "recent trends in immigration, coupled with significant economic expansion, have challenged

Irish people's view of themselves as open, hospitable and generous" (Waldron & Pike, 2006, p. 231). Certainly, schools themselves are not positioned outside of these trends, with research illuminating the harmful reality of how racism is experienced and conducted in Irish primary schools (Devine, Kenny & MacNeela, 2008)

The NCCA published Intercultural Education in the Primary School (2005) as a means of supporting teachers and schools to respond to diversity of language, culture and ethnicity. The guidelines provide an introduction to perceived good practice in intercultural education defined by inclusivity and integration across schools. Although the Intercultural Education guidelines were welcomed (Waldron and Pike, 2006), the failure of such policy to engage with the history of diversity, and racisms, that have shaped and continue to shape Ireland is deemed problematic (Bryan, 2009). In particular, there remains an absence of the perceptions and experiences of racialized minorities at the centre of anti-racist educational approaches (Bryan, 2009).

3.3 Global Citizenship Education as an Umbrella Term

Global Citizenship Education (GCE) extends beyond education for global awareness as a process which seeks to develop understanding of local and global injustice and to encourage action leading to a more equal and sustainable world (Bryan & Bracken, 2011; Davies, 2006). Many of the key features of GCE are shared with other "adjectival" educations (Bourn, 2015; Oxley & Morris, 2013) and GCE has been increasingly viewed as a framework which brings together these various forms (Fricke & Gathercole, 2015). Placing a particular focus on GCE, UNESCO (2014) acknowledge such areas of overlap, as they describe GCE as "a multifaceted approach, employing concepts and methodologies already applied in other areas, including human rights education, peace education, education for sustainable development and education for international understanding" (p .46).

GCE does indeed provide a useful framework for exploring these related educational approaches, however it is important to note that whilst values, content, outcomes and pedagogical approaches may be shared with other adjectival educations (Fricke & Gathercole, 2015) there remains a considerable theoretical and practical dissonance between them in some instances. Certainly, each of the adjectival educations has an increasing body of theoretical literature which shapes associated debates and may underpin certain context specific practice. Furthermore, GCE has received ongoing critique, in light of its ambiguous values base and varied teaching approaches (Marshall, 2005) and theoretical foundations rooted in the Global North (Jooste & Heleta, 2017).

Although GCE can be considered as a response to globalisation, there appear two inconsonant perspectives behind such a justification. On one hand, there is a call for education systems to support learners in meeting the economic opportunities of life in an increasingly globalised world. From such a perspective, GCE is a means of preparing young people for competition within the global market place and a means of developing personal economic responsibility (Hartung, 2017; Schattle, 2009). Critique of such perspectives highlights that such competitive, individualised forms of GCE may be complicit in reproducing and reinforcing the agendas which have in fact contributed to global inequality (Jefferess, 2008; Biccum, 2010; Roman, 2003).

On the other hand, critical analysis has increasingly connected globalisation to extreme inequality, environmental destruction and asymmetrical global relationships (Davies, 2006; Noddings, 2005). In this regard, the development of critical GCE approaches have been based on the work of radical social-justice oriented educationalists who espoused active, child-centred transformative learning which challenges inequality (Andreotti, 2006; Bourn, 2015). GCE here is a means of supporting young people to consider their roles and responsibilities in a deeply unequal world (Bourn, 2015; Davies, 2006). Whilst a variety of

educational approaches may fall under the banner of GCE, there is undoubtedly an important tension between approaches which seek to facilitate learning for action in a global marketplace, and those which promote learning for action in response to global issues (Bryan, 2012, 2013). With a range of 'adjectival educations' addressing learning about global issues and employed with national and international educational policies, the remainder of the literature review places particular focus on the research connected to Global Citizenship Education and Development Education, but where pertinent, makes reference to research focused on other 'adjectival educations' where this literature illuminates an exploration of the impact and evaluation of teaching and learning about global issues.

4. Spaces for Global Citizenship Education in Irish Primary Schools

4.1 The Irish Primary Curriculum and the Global Dimension

In 1995, the Irish government published its White Paper on Education, a policy framework derived to support a number of educational outcomes. As well as a commitment to participation in those international bodies involved in educational matters (Council of Europe, OECD and UNESCO are mentioned explicitly) there is also a focus on the international dimension of education, in order to:

> "ensure that Ireland's young people acquire a keen awareness of their national and European heritage and identity, coupled with a global awareness and a respect and care for the environment." (DES, 1995, p. 13).

Such a focus on citizenship at a national, European, and global level, was mirrored across the continent (Lapayese, 2003; Engel, 2014). This report was shortly followed by the publication of the 1999 Primary curriculum, which reaffirmed the commitment to child-centeredness and active learning expressed in previous curricula[1], with an additional focus on problem solving and critical thinking (NCCA, 1999).

> "The curriculum is based on a set of beliefs and values about children and learning including: the importance of active, independent learning, the role of language, the social and emotional dimension in learning, collaborative learning, creative problem-solving, critical thinking, skills of inquiry and investigation, school and classroom planning and the recognition of the importance of assessment." (Department of Education & Science, 1995).

---

[1] The Primary Curriculum of 1971, *Curaclam na Bunscoile*, represented an approach to primary education grounded in social constructivism, child-centeredness and framed around participatory methodologies (Walsh, 2005).

As the curriculum aims to support an extensive range of teaching and learning, it is also noted that an "ideological elasticity" (Waldron, 2004, p. 229) within the curriculum countenances not only participatory approaches, but also more traditional forms of teaching.

4.2 'Windows of opportunity' for GCE in the Irish Primary Curriculum

Prior to 2000, GCE had received little focus at primary or post-primary level in Ireland (Kenny & O'Malley, 2002). However, an increasing consideration of economic and political globalisation raised its perceived importance to the education sector (Tormey, 2006). Increasing funding for GCE came through governmental channels, including Irish Aid (Bryan & Bracken, 2011) with a number of civil society groups involved in the provision of DE within schools (Barry, 2008; Tormey, 2006). With an increased focus on DE, Honan (2005) went as far as to suggest that "development education today has 'come in from the cold' with both its content and methodologies evident across the curriculum at both primary and post-primary levels." (p. 20).

Two specific areas of the Irish Primary Curriculum have been identified as particularly applicable to the inclusion of a global dimension: SPHE and SESE (Irish Aid, 2011). The first area, 'Social, Personal and Health Education', aims to "[support] children to become active and responsible citizens" (NCCA, 1999). The specific curricular strand 'Myself and the Wider World' is noted as having potential in relation to GCE. Whilst the focus on citizenship is evident within the curriculum there remain questions as to whether this space is definite enough. Waldron, Ruane and Oberman (2014) identify that whilst citizenship education may be provided as a component of SPHE, the lack of explicit focus (for example, as an individual subject) does not fully support critical engagement with key themes and promotes, instead, a more celebratory approach.

The curriculum area 'Social, Environmental and Scientific Education' is also recognised as an important space for global learning, with opportunities across each of the subject areas: Geography, which includes content on both human and natural environments; Science which covers content on environmental awareness and care; History, which includes content on politics and society. There is a recognised need to explore citizenship education beyond the confines of SPHE, and as Waldron and Pike (2006) identify, subjects such as history play an important role in conceptualising themes, such as identity, which are clearly associated with citizenship.

The World in the Classroom – Development Education in the Primary Curriculum (Ruane, Horgan & Cremin, 1999) offered an early illustration of how the global dimension could be integrated across the Irish primary curriculum, describing these spaces as "windows of opportunity" (p. 1). This publication offers clear connections between curriculum content, DE perspectives and existing resources, and provides educators with a range of methodologies which may support GCE practice. The emphasis here is on the cross-curricular integration of GCE, which was later reiterated by the NCCA (2006), who state that "development education is not another subject to be added to the curriculum. It is an approach to education that can be integrated across all subject areas" (p. 126). Certainly, the opportunities for teachers to incorporate GCE in a cross-curricular manner are evident, yet there is still evidence that DE has sometimes been perceived as an additional subject atop an already crowded curriculum (McCormack & O'Flaherty, 2010). Research exploring integration of global issues is limited, with one exception being recent research which has considered how ICT may support the integration of ESD within Irish classrooms (McGarr, 2010). Further research is required to explore both initial and in-service teachers' perceptions of the possibilities and challenges of integrating GCE across the entire curriculum. Certainly,

investigating the curricular areas which present a challenge to educators, and developing appropriate supports should be considered.

Finally, it is important to note that the structure of the primary education system in Ireland creates variable opportunities for children. In relation to curriculum, Educate Together, one of the bodies representative of multi-denominational schools in Ireland, has developed its own curriculum 'Learn Together: An Ethical Education Curriculum for Educate Together Schools' (Educate Together, 2004) which includes Moral and Spiritual Development, Equality and Justice, Belief Systems and Ethics and the Environment. Similarly, Community National Schools, multi-denominational schools under the management of Education and Training Boards, work with the 'Goodness Me, Goodness You! curriculum which supports exploration of self, family, home and community as well as relationships with the wider world (NCCA, n.d.). These spaces may provide important sites for the exploration of global learning.

4.3 Aistear and Early Childhood GCE

In 2009, opportunities for engagement with DE in the early years were formalised when Aistear, the Early Childhood Curriculum Framework was published (NCCA, 2009). Across themes of 'Well-Being', 'Identity and Belonging', 'Communicating and Exploring' and 'Thinking', the framework is recognised as providing an important opportunity for the inclusion of GCE at pre-school and primary level (Dillon, Ruane & Kavanagh, 2010; Ruane et al., 2010; Oberman, Waldron & Dillon, 2012).

Ruane et al. (2010) identify that young children display increasingly developed engagement with global issues based on prior knowledge as well as from classroom-based learning. This research also identifies that the content of GCE, such as images and stories, and certain methodologies, such as Circle Time, can support younger children's development

of increasingly complex understandings of global issues. Also, in an Irish context, research into the impact of GCE programmes on the learning of young children (3-6 year olds) has revealed that GCE at early years may support a "more critical, complex and engaged approach to global learning" (Oberman, Waldron & Dillon, 2012, p. 218).

There is a recognised need for a deeper exploration of early years DE practice (Dillon & O'Shea, 2009) and this body of research suggests that early-childhood GCE programmes can provide the opportunity to build important foundations upon which young people can develop complex understandings of global issues. These publications highlight the importance and potential of research into the engagement of younger children with global justice issues, as both a platform for future learning, but also as a valuable learning process.

5.   Measuring the Impact of GCE

5.1 The Impact of GCE in Ireland

In the Irish context, the White Paper on Irish Aid (Irish Aid, 2006) championed the promotion of widespread "access to educational opportunities [for children] to understand their rights and responsibilities as global citizens as well as their potential to effect change for a more just and equal world". Building upon this initial commitment, the Development Education Strategy Plan 2007-2011 (Irish Aid, 2007) charted the provision of high quality development education to "deepen understanding of global poverty and encourage people towards action for a more just and equal world" (Irish Aid, 2007, p. 6). This strategy focused on improving the levels of public understanding of development issues and to nurture critical engagement with the Irish Aid programme (Irish Aid, 2007). The lack of research into DE in Ireland was highlighted, and the strategy also identified the need for high quality DE, but also called for the development of indicators assessing the impact of DE practice on public attitudes (Irish Aid, 2007). In recent years, the majority of funding has supported initial

teacher education, with the remainder supporting school linking, resource development, teacher education and student workshops, with the latter focused on providing those children without previous exposure an introduction to DE (Irish Aid, 2011). The concern for developing the quality of DE has also been raised at the European level. In its final report on DE, the European Commission identified a number of common themes, strengths and areas for development for DE in the European region. At this level, DE is also referred to as Global Education, Global Learning, Global Development Education, ESD and GCE. Underpinned by values of justice and human rights, the DEAR report identified global interdependence, development and environmental issues and questions of identity and diversity as particularly important (EC, 2010). However, the report noted a clear challenge for European approaches - namely overcoming a narrow Eurocentric perspective and widening the engagement of global actors and actors from across the globe. Indeed, the Irish curriculum promotes democracy (Keating, 2009) yet may exclude those from outside the European region (Devine & Kelly, 2006; Devine, Kelly & MacNeela, 2008).

Questions surrounding the measurement of the quality and impact of DE in Ireland have been raised within literature (IDEA, 2011). Bourn (2015) argues too often such measurement has been driven by the main funders of Development Education (such as governments, multilateral organisations and NGOs). These funders, Bourn (2015) argues, are primarily concerned with the contribution of DE towards gaining public support for development goals and the wider development project. It is from this perspective that the emphasis on "raising awareness" has become a particular priority.

Fricke and Gathercole (2015) highlight a number of key challenges faced by those concerned with the meaningful evaluation of GCE. Firstly, they suggest that an overemphasis on knowledge, at the expense of skills and attitudes should be challenged. Secondly, they identify a disconnection between the monitoring of GCE programmes and the learning

processes taking place within classrooms. Thirdly, they argue that many forms of evaluation exclude the participation of those individuals being evaluated. In relation to GCE within formal education, the question of whether and how children, as participants, are meaningfully involved in the monitoring of GCE is an important question. Finally, they identify that standardised and universal frameworks present a threat to the monitoring of GCE. In response to these challenges, the literature review now explores these themes in turn. An exploration of the relationship between monitoring and the learning process is followed by a review of how the various dimensions of GCE are considered. The paper then explores the involvement of participants within the evaluative process, as children and teachers. Finally, the review considers the universal frameworks which may shape how measuring the impact of GCE is pursued and understood.

5.2 The dimensions and components of Global Citizenship Education

The most recent GENE review highlighted how DE in an Irish context focuses on local and global issues, is underpinned by core values of social justice and human rights, and is concerned with the development of key components which include values, understandings, skills and action (GENE, 2015). These key components are similar to the themes identified in recent universal documents. UNESCO (2014) identify the dimensions of GCE – transcending local, national and global levels – as cognitive (knowledge, understanding, critical thinking, interconnection, interdependence), socio-emotional (values) and behavioural (effective and responsible action). This conceptualisation of GCE (summarised in Table 1) is also reflected in existing arguments which suggest that meaningful GCE should support the dimensions of learning which include knowledge, values and communication/action (Scheunpflug, Lang-Wojtasik, & Bergmüller, 2009; Bourn et al., 2016).

Dimensions of GCE	Key Components

Cognitive	Knowledge, understanding, critical thinking, interconnection, interdependence
Socio-Emotional	Values
Behavioural	Effective and responsible action

Table 1: Dimensions of GCE (UNESCO, 2014)

Whilst the focus on knowledge and understanding may be evident in many educational frameworks, there is a clear and specific focus on the themes of critical thinking, interdependence and interconnection. Critical thinking is recognised as a key component of many definitions of DE. As Tormey (2003) explains, critical thinking and action, and the relationship between the two ideas, are integral to the process of DE. Interdependence and interconnection have received increasing attention as key factors for GCE; however how they are understood has implications for the learning process. For example, Andreotti (2006) argues that whilst understanding interdependence may illuminate the interconnections between individuals in geographically divorced scenarios, it is the understanding of the power inequity that defines these relationships that remains essential within the critical, rather than "soft" forms of GCE (Andreotti, 2006).

As this literature review is primarily concerned with exploring the impact of GCE, it is pertinent to ask how the dimensions of GCE, both as explained by UNESCO and as conceptualised elsewhere, are assessed. Certainly, the monitoring of such a varied range of dimensions poses a particular challenge, and raises the question of how cognitive, socio-emotional and value-based GCE outcomes can be most effectively evaluated. From the outset, it is important to note the disproportionate attention afforded to particular dimensions of GCE. Bourn (2015) argues that an overemphasis on changing behaviour, as opposed to enhancing the learning process, has rendered DE of limited interest to funders. Furthermore, Bourn (2015) cautions against approaches which ignore both the individualised nature of

learning and the assumptions made as to how learners may employ knowledge and skills. Certainly there is a clear argument in opposition to measurement against pre-determined outcomes and the importance of DE practice which avoids the need for binary "right and wrong answers" (Bourn, 2015, p. 168).

The considerations of effective and responsible action have also been the focus of increasing research. Westheimer and Kahne (2004) offer a useful framework which conceptualises the possible forms of action undertaken by citizens and their associated foundational values. At one end of this typology, the personally responsible citizen undertakes individual forms of action within their community, which may include honesty and hard work. In the centre of the typology, the participatory citizen is involved in collective actions within the community, exhibiting the skills integral to the running of such organisations. Finally, the typology presents the justice-oriented citizen who critically analyses and challenges social injustice. Although this typology provides a useful means of exploring the action of learners, it is clear any longer term benefits of DE are difficult to evaluate. Certainly there are difficulties in ascertaining causal links between the learning process undertaken within DE programmes and learners' future forms of citizenship action (Bourn, 2015). Bourn (2015) argues that the challenge for DE is ascertaining "whether learning has taken place, and whether that learning is relevant to the learners beyond the specific training session" (p. 173). With these challenges in mind, it is unsurprising that there has been a strong call for an exploration of exploring learners' ' longer term engagement with GCE through longitudinal research (Bryan & Bracken, 2011).

5.3 The gap between monitoring and the learning process

Whilst the impact of DE can be considered at any number of levels, such as at a macro level (widespread), institutional level, or at individual level (Scheunpflug, Lang-

Wojtasik, & Bergmüller, 2009), there has been criticism of attempts to measure the impact of DE in a manner divorced from the process of learning. In particular, Bourn (2008) cautions against an overemphasis on approaches to evaluation which ignore the learning process. He states:

> "…evaluating and measuring success of the impact of global and development education programmes can only be located within the learning processes and learning. We can and should not lose sight of the relationship between the 'development' agenda and the 'learning agenda'". (Bourn, 2007, cited in Scheunpflug & McDonnell, p. 14).

This tension between educational objectives and broader development goals has not abated and continues to limit DE (Bourn, 2015). Indeed, Bourn (2015) argues that "the process of learning itself is what needs to be at the heart of practices in evaluation and impact in development education" (p. 176).

Bourn (2015) calls for more research-based forms of evaluative practice and identifies the work of Reading International Solidarity Centre (RISC) and the How Do We Know It's Working? programme (RISC, 2008). Built around a framework of GCE based on action, social justice and sustainability, this resource, targeted at teachers of early years, primary and post-primary levels, supports the measurement of the effectiveness of GCE through a process of baseline audit and action research. The RISC toolkit draws upon the work of Oxfam (2006) in identifying key learning objectives for GCE as knowledge and understanding, values and attitudes and skills, and offers a series of activities through which teachers may consider the attitudinal change of their students (RISC, 2008, p. 10). Whilst the initial publication drew upon the practice of teachers within England, the second edition of the publication employs the perceptions and experiences of teachers across Europe and in Ethiopia to provide activities which support the assessment of the effectiveness of GCE, of

attitudes and attitudinal change amongst students (RISC, 2015). These attitudes for GC concern human rights, social justice and inclusion, and are conceptualised as cognitive, affective and behavioural. They are viewed as a precursor to the forms of behaviour children will display, and is prioritised against perceptions of a lacuna in this area.

The initial assessment of students within the RISC programme offers an important insight into the potential of exploring prior learning. Such a benchmark, they argue, "can inform development and planning, within an across the curriculum as well as through the whole school ethos" (RISC, 2008, p. 9). Learners' prior, ongoing and future learnings may vary greatly. As Halpern (2006) explains, "individuals differ in what they bring to particular settings, how they experience them, and what they get from them. Discrete experiences are integrated into complex, evolving selves in ways that are poorly understood, difficult to parcel out, and hard to measure." (p. 115). Indeed, existing research points to the varied nature of children's understandings of issues pertaining to development and interculturalism (Smyth, Darmody, McGinnity & Byrne, 2009; Oberman, O'Shea, Hickey & Joyce, 2014; Ruane et al., 2010). With this variance in mind, there are certainly a number of questions as to how prior learning informs the development of DE programmes and how the needs of individual learners are met during the DE process.

5.3.1 Assessment 'of' and 'for' learning within DE impact evaluation

Measuring the impact of DE must be framed by the specific context (IDEA, 2011). In searching for forms of impact and evaluative practice which are centred on the learning process, it is important to note that important developments within the Irish Primary Curriculum have also sought to address how information about learning is gathered, harnessed and reported. The Irish Primary Curriculum itself states the aims of assessment, as formative, summative, evaluative and diagnostic (NCCA, 1999). Table 2 offers a brief description of each type of assessment.

Assessment type	Description
Formative	Ongoing appraisal to inform teaching and learning process
Diagnostic	Identification of child's learning needs to inform future planning
Evaluative	Evaluation of teaching strategies and content to inform teaching methods
Summative	Identification of learning outcomes on completion of work, for reporting

Table 2: Assessment types (adapted from NCCA, 2006, p. 152)

In 2007, the NCCA published *Assessment in the Primary School Curriculum: Guidelines for Schools*. This document seeks to support teachers and schools to develop policies and practices which further both assessment of learning (AoL) and assessment of learning (AfL), with the latter considering how knowledge may underpin future learning. The document suggests a number of methods which may support both forms of assessment. Although approaches aligned with standardised testing may appear far removed from the participatory methodologies espoused within DE, not all the assessment strategies that are promoted within the Assessment Guidelines are entirely divorced from existing DE practice. Interestingly the report identifies the importance of children's participation in the assessment process (NCCA, 2007, p. 13). Indeed, when viewed against the criticisms of common forms of impact and evaluation of DE, this document offers an important reminder of the importance of learner participation within all aspects the learning process.

At the same time, an acritical approach to assessment is problematic. The Intercultural Education guidelines (NCCA, 2006) provide an entire chapter on the relationship between assessment and cultural diversity. Identifying the four forms of assessment listed with the primary curriculum, the guidelines offer a brief analysis of the various assessment methods which may be employed within the classroom and an important discussion about how forms of assessment may be open to potential bias, particularly in relation to cultural or language factors. The guidelines provide suggestion of approaches, such as "positive profiling" (p.

170), which, based on holistic child-centred methods, may offer important progressive alternatives (NCCA, 2006).

In an Irish context, Ruane et al. (1999) identify that assessment is an integral component of any evaluation of DE within schools. As they state, "when planning for development education, it will be necessary to identify how and what can be assessed and put in place an assessment strategy" (p. 15). They go on to consider the challenges of assessing skills and attitudes, as well as knowledge, and suggest various strategies which could underpin such approaches in the short and medium term, although longer term impact is recognised as more difficult to evaluate. The need to develop effective DE assessment strategies is also recognised elsewhere within the literature. Indeed, Evans et al. (2008) suggest that the GCE literature promotes teaching and learning practices which:

> "make use of assessment and evaluation strategies that align with the learning goals and forms of instruction used to support learning (e.g., reflection and self-assessment, peer feedback, teacher assessment, journals, portfolios)" (p. 22).

Elsewhere, UNESCO (2014) identifies a number of assessment methods of that could support such assessment:

> "Current practice suggests that educators are using a mix of traditional methods of assessment and of more reflective and performance-based methods, such as self-assessment and peer assessment, that capture learners' insights on, for example, personal transformation, deepened understanding of critical inquiry, and engagement and civic agency. Assessment practices aim to assess both personal growth/integration and social awareness. As part of assessment, educators provide learners with descriptive feedback that guides their efforts towards improvement. Opportunities for self-evaluation and reflective journals and portfolios, as well as for peer feedback, are also encouraged in the assessment process." (UNESCO, 2015, p. 57).

Through the involvement of children within self and peer assessment, there is a clear focus on assessment methods which support learner-centred approaches. The employment of such methods would certainly appear to challenge approaches to evaluation which have excluded the voice and meaningful participation of children (Fricke & Gathercole, 2014). Furthermore, the use of self-evaluation, reflective journals and portfolios identifies the instruments which may support such approaches to DE assessment within the classroom. Whilst these methods of assessment are recognised as good practice within DE and within broader education, the extent to which they are theorised or practiced through GCE within Irish classrooms and teacher education institutions requires deeper exploration. Certainly a focus on assessment provides a lens onto the learning process could raise a number of questions about the challenges and possibilities of DE in the classroom. A focus on assessment may also provide the opportunity to invite classroom teachers more deeply in to the discussion about what high quality DE might look like.

6. GCE Teacher Education for Initial and In-service Teachers

6.1 The Importance of GCE Teacher Education

The incorporation of DE within teacher education has been increasingly seen as a means of supporting teachers to disseminate high quality DE in their classrooms. As Bryan and Bracken (2010) explain:

"In addition to its intrinsic value, incorporating DE within teacher education is seen to have a significant 'multiplier effect'. Equipping teachers with appropriate knowledge and strategies to successfully facilitate DE in their own classrooms is often presumed by policy-makers to be an efficient and cost-effective means of reaching and impacting on a 'captive audience' of thousands of students." (Bryan & Bracken, 2010, p. 24).

Teachers themselves report a belief in the importance of DE (Bryan et al., 2009; Bryan, Clarke & Drudy, 2009; Dillon and O'Shea, 2009; Gleeson et al., 2007; McCormack and O'Flaherty, 2010). Whilst such intrinsic motivation is recognised as a key factor in supporting effective DE (Holden & Hicks, 2007), it is apparent that teachers face a number of difficulties in transforming this perceived commitment into tangible classroom practice. Research has illustrated numerous barriers to effective DE practice including limited resources, a lack of personal expertise and a lack of confidence in teaching about development issues (Bryan & Bracken, 2011; Clarke & Drudy, 2006; Holden & Hicks, 2007; McCormack & O'Flaherty, 2010).

The challenges faced by classroom teachers can also been seen in research exploring another of the 'adjectival educations'. Extensive NGO-led HRE programmes, centred on international frameworks, have been developed at both primary and post-primary level in recent years (for example, see Murphy & Ruane, 2003). A recent study has revealed that Irish primary teachers identify several positives in the promotion of HRE in the classroom,

including the support of equality, inclusion and peace, alongside the development of key skills such as critical thinking and communication (Waldron & Oberman, 2016). However, research also suggests that despite teachers' interest, their knowledge and understanding of rights leads to a limited version of HRE (Waldron et al., 2011). Struthers (2015) substantiates this in research that further identifies that primary teachers may lack the basic knowledge of human rights to meet the demands of universal rights frameworks. More recent research suggests that many teachers have developed their knowledge of human rights, not through teacher education, but through informal learning (Waldron & Oberman, 2016). It is unsurprising, therefore, that the Irish Human Rights Commission (2011) identify that, despite the inclusion of HR within the primary curriculum, HRE provision within Irish primary schools remains varied. Waldron et al. (2011) also argue that the impact of HRE remains stymied by a lack of active integration of HRE into the curriculum, as once again the question of how global learning is integrated into classroom practice comes to the fore.

6.2 Initial Teacher Education (ITE) and Integrating GCE

Dillon and O'Shea (2009) explore the impact of both compulsory and elective ITE DE courses which sought to support student teachers in developing their knowledge, values, and skills and thus incorporate global and intercultural perspectives into their practice. A significant minority of student teachers attached limited importance to DE and ICE and shallow theoretical understandings appear to inhibit certain student teachers' DE practice (Dillon & O'Shea, 2009). Of course, student teachers' understanding of global issues can be influenced by multiple factors. Recent research from Downes (2016) has illuminated how the visual representations of global development heavily influences understanding of global themes and requires educational approaches which support the further development of critical media literacy.

As a means of focusing on student teachers' incorporation of DE practice, DICE (2014) produced a guidelines document which supports school placement tutors to assess student teachers integration of DE within planning and teaching throughout school placement. These guidelines support a focus on the core concepts of DE (GC, HR, Social Justice, Interdependence, Values and Perception, Equality, Diversity, SD) and the active methodologies which may support the integration of GCE across the curriculum. The need to focus on DE within school placement is highlighted by research exploring the experiences of initial teachers engaging with DE at post-primary level (Baily, O'Flaherty & Hogan, 2017).

Ruane et al. (1999) identify a number of active participatory methodologies which may support the promotion of the "skills, attitudes and knowledge" (p. 8) fundamental to GCE. An exploration of such activities and their associated resources is considered an important aspect of effective DE ITE (Dillon & O'Shea, 2009) and recent research has offered important insight into the challenges and possibilities of particular approaches.

A focus on the action component of GCE is also recognised as having implications for teacher education. Research into the attitudes, practices and understandings of educators in relation to climate change, climate justice and climate change education, identifies a pressing need to support the professional development of teachers in a manner which would support learners to engage with transformative and critical approaches to tackling climate change. (Kavanagh, Waldron, Ruane & Oberman, 2012; Waldron, Ruane, Oberman & Morris, 2016).

Gallwey and Wilgus (2014) suggest that programmes for initial and in-service teachers should focus on the integration of DE into the school curriculum - "devising and implementing DE-related curriculum" (p. 542). Certainly, Ryan (2012) makes a strong argument that the lack of space and time, often reported as barriers to the inclusion of DE within schools, is rendered irrelevant when DE is treated as a thematic and therefore

integrated component of the curriculum (for example, Gleeson et al., 2007). The process of integration is complex and dependent on the action of teachers. For example, existing research suggests that student teachers may more readily integrate ICE, rather than DE within their classroom practice (Dillon and O'Shea (2009). Research which offers a deeper exploration of the process, considering what is integrated and how it is integrated, is required.

Whilst developing the provision of GCE teacher education programmes holds potential, there remains a need to consider the longevity of such approaches. Dillon and O'Shea (2009) argue that even those teachers who have received GCE teacher education may still lack confidence in teaching about global issues within the classroom, especially when dealing with younger children. With this in mind, the arguments for teacher education programmes which support sustained DE practice are particularly important to consider (Bryan and Bracken, 2012).

6.3 Teacher Sending and Teacher Exchanges

The inclusion of GCE within teacher education offers the opportunity for teachers and student teachers to consider their roles and responsibilities in relation to many key global issues (Waldron, 2014). Teacher education approaches in Ireland have also considered more directly extending student teachers experiences beyond national boundaries. In one such example, the SCoTENS (Standing Conference on Teacher Education North and South) project is a cross-border student exchange programme involving student teachers from teacher education institutions in RoI and NI. Research exploring this programme revealed limited understanding of DE "raising awareness" and cultural understanding, a belief in the importance of DE, but less confidence in their abilities to support positive social change, and a lack of critical engagement with critical GCE (Bryan, Clarke & Drudy, 2009). This research

highlights the need for an increased commitment to critical GCE within ITE as well as the development for spaces for anti-racist education within ITE in both jurisdictions.

Other programmes within third level institutions seek to develop global learning through international mobility, for example, a programme in the Froebel Department of the National University of Maynooth and the SUAS Programme in MIE and Trinity College Dublin. The Réalt programme is an ITE inter-college programme which provides several student primary teachers from Irish institutions with a two-month voluntary work placement in African schools. The objective of the programme is to support student teachers as promoters of DE, and to develop knowledge of development and DE through a process of ongoing reflection on their engagement with transformative and mutual learning (Mbaguta, 2012). Research into the perceptions of African partners within this programme highlighted the need for integration of ICT within the DE programme, an increased exploration of exchange and the widening of the programme within African partner countries (Mbaguta, 2012). Further research exploring the impact of the Réalt programme research identifies the potential of pedagogies which develop new teachers' experiences alongside knowledge to support a critical analysis of DE understanding (Ryan, 2012). With such programmes in mind, it is imperative to consider wider research in this area. Martin and Wyness (2013) argue that whilst teachers international study visits may provide important opportunities for professional development for both those teachers coming from the Global North and those coming from the Global South, without careful planning, problematic asymmetric relationships may occur.

6.1.2 The Importance of Reflection in TE

Providing teachers with the opportunity to meaningfully reflect on their practice is identified as of great importance within the literature. Bourn (2010) argues that not only

should DE programmes garner and assess learning, but that they should also consider means of reflecting on this process.

> "Surely a more appropriate approach would be to build into any programme ways to capture and assess what the participants have learned, and how to continuously reflect upon this learning." (Bourn, 2011 cited in IDEA, 2011, p. 3).

A focus on reflection within DE also provides the opportunity to consider how participants may engage with DE within their own practice. For example, Bryan and Bracken (2010) elucidate the considerable challenge of assessing the longer-term impact of reflection, as a process which seeks such transformative ends, particularly when the pressures of performativity, and the accompanying need to evidence shorter-term impact is so keenly felt by educators. The authors argue that "evaluation through self-reflection" (p. 26) supports teachers in developing their DE practice and offers a framework for the evaluation of DE within TE programmes. A focus on the reflective components of GCE teacher education may offer important insight into not only the learning processes within DE programmes, but also into the future practice of teachers of different experiences.

In considering the longer term impact of ITE, there is also the question of whether GCE programmes are focused entirely on supporting student teachers' educational practice, or whether elements of such programmes are also concerned with the personal development of student teachers as global citizens themselves. Research suggests that although ITE may support students' perception of the importance of the global dimension and their knowledge of concepts, values and methodologies, students remain unlikely to engage in development activities outside of teaching (Fitzgerald, 2007b). However, any exploration of longer term engagement with GCE should consider the impacts of GCE teacher education which are taken within a professional capacity and those situated outside of classrooms and schools.

It is also important to consider that deeper forms of reflection, particularly when focused on questions of interdependence and inequality, present valuable learning opportunities for educators. Drawing on professional experiences in teacher education, Bryan (2016) highlights the possibilities of engaging with challenging forms of global knowledge. Although sometimes difficult, such encounters represent an important pedagogical and ethical opportunity to engage with discomforting injustices.

6.4 Postgraduate Research into Development Education

As explained within the methodological section of this literature review, a number of postgraduate theses exploring DE issues were identified. An extensive analysis of these pieces of work is beyond the scope of this literature review, however it is important to note certain broader features of this research. At Masters level there has been considerable focus on both the practice of intercultural education in Irish schools (e.g. Burns, 2002; Lynch, 2003; Scully, 2017; Haverty, 2015; Jacob, 2017) and the policy context within this area (Maxwell, 2003; McCarthy, 2003; Katz, 2013). A focus on intercultural education is also evident at doctoral level (Kavanagh, 2013), as well as exploration of teaching methodologies (Collins, 2011) and citizenship education (O'Brien, 2009).

With the focus of this literature review pertaining to the impact of DE, it is important to note that three particular Master's Studies available to this literature review considered the impact of DE programmes. Boucau (2016) considers the achievements of the 'Edmund Rice Education Beyond Borders' schools' network as a conduit for global learning. Galvin (2013) developed a DE programme and used qualitative methods to explore the impact of such a programme on learners, identifying children's more nuanced approach to DE issues. Kelly (2011) undertook a qualitative case study of a DE programme built upon a well-established connected an Irish primary school to an "African" primary school. Kelly (2011) ascertains

that such DE programmes may facilitate critical engagement with existing DE projects within schools. However, this research also highlights the importance of avoiding over-emphasis on charitable approaches to DE, and the need to develop stronger critical links more fully. Certainly these approaches reinforce the need for ethnographic research which explores the practice of DE in schools (Bryan & Bracken, 2011).

6.5 School Linking Programmes and 'Mutual Learning'

Despite a number of examples of problematic practice in this area (Martin, 2007), the formation of partnerships between Irish schools and schools in the Global South have become a popular means of enabling students and teachers to form connections with people and explore development themes (Bryan & Bracken, 2011) and is perceived as an important vehicle for DE (Irish Aid, 2007). School linking schemes have become increasingly popular for Irish schools (O'Keefe, 2006) with programmes at second level receiving increasing academic exploration (McCarthy, 2010). From their research into post-primary school linking programmes, Bryan and Bracken (2011) argue that whilst a number of schemes support the models of 'mutual learning' with "reciprocal and mutual partnership with benefits and learning on both sides" (p. 251), there is evidence of approaches centred on problematic charitable frameworks, which promote stereotypical conceptualisations of the Global South. More recent research has explored the impact of school-linking programmes between Irish and South African primary schools. Based on a qualitative analysis of programmes, Gallwey and Wilgus (2014) argue that link programmes may support sustainable and equitable partnerships where learning is centred on the development of knowledge (interdependence), skills (recognising bias and stereotyping) and attitudes (empathy, common humanity and shared responsibility). However, programmes may also reinforce stereotypical conceptualisations and inequitable relationships underpinned by divergent understandings of

DE, conflicting expectations and motivations, and inequity in learner visits. This research reinforces the need for a clear agenda and the importance of providing learners with the opportunity to explore power and inequality. In this regard, Gallwey and Wilgus (2014) demand a "revised agenda" (p. 539) which promotes equitable relationships and fosters a more critical engagement of privilege in the North context. There remains a clear need for longitudinal ethnographic research into school-linking schemes to explore the practice and impact of such approaches (Bryan & Bracken, 2011) and a deeper exploration of how such school-linking schemes correspond to other forms of DE within schools (Kelly, 2011).

6.6 Whole School Approaches to Development Education

Hunt and King (2015) argue that successful whole school approaches to DE incorporate five elements: they are school-wide activities, concern a range of stakeholders, relate to school ethos, are promoted through strong leadership and are integrated into existing school practices. Whilst the importance of promoting a whole-school approach to DE in Ireland is recognised (Ruane et al., 1999), the relationship between the practice of DE and the surrounding school policies and ethos requires exploration (Dillon and O'Shea, 2009). Although operating within a different adjectival education, Hargreaves (2008) identifies that compartmentalised rather than integrated approaches to sustainability hinder whole school approaches. This research reveals the importance of school leaders in the promotion of GCE, as well as the need to support teachers in developing the capacity and confidence to implement whole-school approaches.

Whole-school involvement in DE programmes has been recognised as increasingly award-driven, with schools striving to achieve certain criteria, or in direct competition with other children and schools (Waldron, Ruane & Oberman, 2014). In their most recent annual review, Irish Aid (2016) charted a number of Development Education achievements from

2015. These included the participation of over 1000 primary schools involved in the 'Caring for Our World' annual awards, for a collective class project, and workshops for primary students. Other Irish award programmes include the 'Green Flag Award', run through the Green Schools Ireland, known internationally as Eco-Schools (Green Schools, 2016) and the Global Citizenship School award (INTO, 2016). In spite of the increasing recognition that a focus on such awards develops, the promotion of award driven programmes for DE has been problematized in light of an overemphasis on individualised competition (Waldron, Ruane & Oberman, 2014).

The integration of DE at a whole school level may also be given added impetus from within the education system. Citizenship is stated as a component of the Inspectorate's proposed framework of evaluation perceived to underpin the development of high quality teaching and learning. As it states:

> "The quality framework takes a holistic view of learning and of the learner. It emphasises the need for pupils to develop a broad range of skills, competences and values that enable personal well-being, active citizenship and lifelong learning."
> (Department of Education and Skills, 2016, p. 6)

Self-evaluation as a means of exploring the impact of citizenship-related themes has already been considered in the United Kingdom and in another of their publications, RISC considered the self-evaluation of how GC can be embedded within the curriculum and the ethos of the school (RISC, 2010). However, a focus on self-evaluation of global learning within an Irish context has yet to be explored in research.

7. Standardised and Universalised Frameworks of Monitoring and Evaluation

7.1 The Sustainable Development Goals and Education

On 11th August, 2015, the Permanent Mission of Ireland to the United Nations, alongside their Kenyan counterparts, reported the draft outcome of the post-2015 development agenda, the Sustainable Development Goals. The document, formally entitled 'Transforming our world: the 2030 Agenda for Sustainable Development', states the intergovernmental commitment to 169 sustainable development targets. These extensive targets provide a number of clear opportunities to connect children's DE learning to the numerous global issues addressed within the SDGs. More specifically, Goal 4 focuses on the provision of inclusive and equitable quality education, and through target 4.7, aims to:

> "By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development." (p. 15).

The Irish government's focus on ESD complements this target, yet the SDGs do not provide any explicit definition of sustainable development or sustainable lifestyles, and do not identify how these concepts correspond with the very lifestyles and development processes, most prevalent in the Global North, which underpin global inequality and injustice (Matenga, 2015; McCloskey, 2015). Further evidence of this contradiction can be found in an exploration of additional references to education found within Goal 13 of the SDGs, which concerns taking action to address climate change. Target 13.3 specifically identifies the focus on improving climate change education in relation to mitigation, adaptation and impact-reduction (United Nations, 2015, p. 20). Despite the welcome focus on climate change

education, any emphasis on forms of sustainable development which fail to consider the role of economic growth and climate change is clearly problematic (Kagawa & Selby, 2015).

Despite a lack of conceptual clarity and questions, the SDGs do provide educators with a clear reinforcement of Ireland's commitment towards a range of development issues, including the provision of educational approaches concerned with human rights, equality, peacebuilding and diversity. The SDGs also make reference to global citizenship as a means of promoting sustainable development. A week long programme has been recently developed for children aged 8-14 years to explore the SDGs. Supported by the UN, 'The World's Largest Lesson' provides teachers and schools with universally downloadable resources through which to introduce and explore the SDGs across a week of teaching from the 18th September, 2016. The promotion of the programme within Ireland has, at the time of writing, been scheduled between the 4th and 17th October. Whilst this programme has been developed for enactment in schools across the world, a resource developed within an Irish context, through the NYCI, has been produced to support educators in exploring the SDGs and the numerous development issues they address with young people from six years of age upwards (Duffy, Gilmartin & Scott, 2015). Whilst the educational response to the SDGs is important to recognise, there remain questions as to the depth to which such approaches may reach. Bourn et al. (2016) identify the potential of the SGGs to DE, but also state the importance of going beyond simply raising awareness of the SDGs within schools. Rather, they argue for "consideration of how children learn about them, what influences their views and behaviours, and how a more critical and engaged approach towards learning can be promoted and sustained for both teachers and learners." (p. 7).

7.2 Global Competence and PISA

Another important consideration for those concerned with the evaluation of DE within Irish schools may emerge through developments in international educational assessment. International comparison in citizenship education has been published since at least the 1970s, with the most recent International Civic and Citizenship Study (ICCS): Report for Ireland published by the Education Research Centre (Cosgrove, Gilleece & Shiel, 2011) and assessing the preparedness of 14-year-olds in Ireland in relation to future citizenship engagement. More recently, the OECD has proposed the inclusion of the Programme for International Student Assessment in 2018 to include an assessment, through the Teaching and Learning International Survey, on "Global Competence" (OECD, 2016, p. 1). This proposal identifies how a focus on global issues within primary and post-primary education may become an integral dimension of the PISA. Whilst this proposal includes a consideration of preparation for employment in a globalised world (concomitant with the problematic conceptualisations of GCE mentioned previously), there is a focus on the development of knowledge of global and intercultural issues, fostering analytical and critical thinking skills, promoting values in relation to diversity and human dignity, and promoting positive attitudes (OECD, 2016, p.1). Conceptual and methodological criticisms of PISA are important to consider (Sjøberg, 2015) and as such standardised frameworks present a potential threat to evaluation of GCE (Fricke & Gathercole, 2015) the development of universalised indicators requires careful attention.

8. Conclusions and Recommendations

8.1 Concluding remarks

This review of literature has revealed an increasing body of research concerned with increasing the effectiveness of GCE practice within schools, both within an Irish context and elsewhere. As Bourn et al. (2016) argue, there is a need for research to explore the forms of pedagogy which can support effective GCE. Research suggests that well-planned and theoretically grounded forms of critical GCE offer important opportunities for learners.

As an overarching framework, the Irish primary curriculum provides the opportunity for participatory learning (Waldron, 2004). Curriculum areas SPHE and SESE provide well-recognised spaces for GCE (Irish Aid, 2011; Waldron, Ruane & Oberman, 2014) and there are also many other opportunities for the integration of GCE across the curriculum (Ruane et al., 1999). A further opportunity for integration is through Aistear, the Early Childhood Curriculum Framework (Dillon & O'Shea, 2009; Dillon, Ruane & Kavanagh, 2010) where GCE at this level can support younger children's engagement with increasingly complex global issues (Ruane et al., 2010; Oberman, Waldron & Kavanagh, 2012). The extent to which GCE is integrated within a whole school approach is also emerged as a focus for research (Waldron, Ruane & Oberman, 2014; Hunt & King, 2015; Hargreaves, 2008).

GCE offers the opportunity to engage in learning which includes cognitive, emotional and behavioural aspects (UNESCO, 2014). Active, participatory methodologies are recognised as important vehicles for such learning (Ruane et al., 1999). Research highlights the potential of more specific classroom methodologies in supporting children to explore issues connected to global justice (Dillon, Ruane & Kavanagh, 2010). Other approaches have included the strengthening of GCE both between and within schools. Increasingly popular school-linking programmes have been developed to connect schools in Ireland with schools in the Global South (Bryan & Bracken, 2011; O'Keefe, 2006; McCarthy, 2010). When

grounded upon mutual and reciprocal partnerships which reject stereotypical conceptualisations, these programmes can offer an important critical engagement with GCE, however there remains a threat that programmes may perpetuate problematic understandings of global relationships (Bryan & Bracken, 2011; Gallwey & Wilgus, 2014; Martin, 2007).

Research has begun to explore how measuring the impact of GCE can incorporate various dimensions of learning (Bourn, 2015; RISC, 2008, 2015). It appears important to ensure that, in an effort to quantify the impact of such educational approaches, any such evaluation is anchored to the process of learning and its participants, namely teachers and learners (Bourn, 2008, 2015; Fricke & Gathercole, 2014). One means of supporting a child-centred approach to evaluation of GCE impact may be through child-centred assessment strategies (Ruane et al., 1999; Evans et al., 2008; UNESCO, 2015). As Fricke and Gathercole (2015) identify, developing alternative means of monitoring GCE may not only address the large gap in the measurement of GCE impact within schools, but may also provide an important opportunity to reinforce the relevance and importance of high quality GCE.

GCE teacher education offers an important opportunity for channelling teachers' belief in the importance of GCE into effective classroom practice. There is a recognised need for GCE teacher education to support the development of basic knowledge (for example in relation to HRE, see Waldron et al., 2011; Struthers, 2015) and deepen theoretical understandings (Dillon & O'Shea, 2009) as the foundations for effective GCE. The literature clearly identifies the importance of reflection, as a matter for ITE (Baily, O'Flaherty and Hogan, 2017; Ryan, 2012; Bryan & Bracken, 2010) as well as in GCE programmes more broadly (Bourn, 2011). On a practical level, the process by which GCE is integrated into primary classrooms is key, and worthy of much further investigation (Gallwey & Wilgus, 2014; Dillon & O'Shea, 2009). Research suggests that teacher exchanges may play an important role in supporting teachers' development of knowledge which can underpin critical

GCE (Ryan, 2012), but again, such approaches run the risk of reinforcing inequitable relationships (Martin & Wyness, 2013). Further exploration of this complex approach is required.

The importance of research into the practice of DE is apparent (Baily, O'Flaherty and Hogan, 2017). Drawn from these concluding remarks, there are several opportunities for further research which considers the impact, effectiveness and evaluation of GCE.

8.2.1 Deeper exploration of the learning process

This review of literature identifies the need for research which deepens understanding of GCE practice in Irish schools. In this regard, it reinforces the call for call for ethnographic studies exploring the practice of DE including classroom observation of GCE (Fiedler, Bryan & Bracken, 2011). Potential avenues for such research should include a focus on specific GCE programmes as they operate within Irish primary classrooms; a focus on classrooms and teachers as they integrate GCE within their practice; a focus on schools which considers the integration of GCE not only in classrooms, but also within the wider life of the school.

8.2.2 Research on the assessment of/for GCE

Further research which explores how schools and teachers assess GCE within their classrooms is required. In particular, a focus on assessment approaches which consider learner-centred participatory methods may be particularly important (Fricke and Gathercole, 2015).

8.2.3 Research on the impact of GCE Teacher Education

Further research is needed to explore the impact of GCE teacher education on the professional capacities of teachers. This research could explore such impact at a number of levels. Research could explore if and how teachers utilise their own GCE learning to impact on the learning of their pupils (the integration of GCE into short, medium and long term

planning for example). Research could consider how GCE teacher education supports teachers to influence the practice of their colleagues (an exploration of the "multiplier effect"). Finally, research could explore how GCE teacher education may influence the management, policies and ethos of schools.

8.2.4 Research on the impact of universalised frameworks on classroom practice

Finally, it is important to note that universalised frameworks are an important factor in the discussion of how the impact and effectiveness of GCE is measured and understood. Further research should explore the impact of these frameworks on the practice of GCE within Irish schools and classrooms.

9. References

Andreotti, V. (2006). Soft versus critical global citizenship education. *Policy & Practice: A Development Education Review*, *3*(3), 40-51.

Baily, F., O'Flaherty, J., & Hogan, D. (2017). Exploring the nature and implications of student teacher engagement with development education initiatives. *Irish Educational Studies*, *36*(2), 185-201.

Barry, M. (2008). Trócaire's development education programme: a case study of NGO involvement in citizenship education' In Jeffers, G, & O'Connor, U (eds.), *Education for citizenship and diversity in Irish contexts.* Dublin: Institute of Public Administration.

Biccum, A. R. (2010). *Global Citizenship and the Legacy of Empire: Marketing development.* New York: Routledge.

London: Routledge.

Boucau, S. (2016). *Educating for global citizenship: An action research study of Edmund Rice Education beyond borders.* Unpublished Master's Thesis, Marino Institute of Education.

Bourn, D. (2015). *The Theory and Practice of Development Education: A Pedagogy for Global Social Justice.* New York: Routledge.

Bourn, D., Hunt, F., Blum, N., & Lawson, H. (2016). *Primary Education for Global Learning and Sustainability: A Report for the Cambridge Primary Review Trust.* Cambridge: Cambridge Primary Review Trust.

Bryan, A. (2009). The intersectionality of nationalism and multiculturalism in the Irish curriculum: Teaching against racism? *Race Ethnicity and Education*, *12*(3), 297-317.

Bryan, A. (2012). Band-aid pedagogy, celebrity humanitarianism, and cosmopolitan provincialism: A critical analysis of global citizenship education. In *Ethical models and applications of globalization: Cultural, socio-political and economic perspectives* (pp. 262-286). IGI Global.

Bryan, A. (2013). 'The Impulse to Help':(Post) humanitarianism in an era of the 'new' development advocacy. *International Journal of Development Education and Global Learning*, *5*(2), 5-29.

Bryan, A. (2016). The sociology classroom as a pedagogical site of discomfort: Difficult knowledge and the emotional dynamics of teaching and learning. Irish Journal of Sociology, 24(1), 7-33.

Bryan, A., Clarke, M., & Drudy, S. (2009). *Social Justice Education in Initial Teacher Education: a Cross Border Perspective A report for the Standing Conference on Teacher Education North and South*. SCoTENS.

Bryan, A., & Bracken, M. (2011). *Learning to Read the World: Teaching and Learning about Global Citizenship and International Development in Post-Primary Schools*. Dublin: Irish Aid.

Burns, E. (2002). *Is there a need to teach Intercultural education to four and five year olds in a predominantly white school?* Unpublished Master's Thesis, St. Patrick's College, Drumcondra.

Clarke, M., & Drudy, S. (2006). Teaching for diversity, social justice and global awareness. European Journal of Teacher Education, 29(3), 371–386. doi:10.1080/02619760600795239

Collins, B. (2011). *Empowering children through circle time: An illumination of practice.* Unpublished PhD Thesis. National University of Maynooth.

Connolly, J. (1979). Development Co-Operation: Options for Ireland. *Irish Studies in International Affairs*, *1*(1), 61-71.

Cosgrove, J., Gilleece, L., & Shiel, G. (2011). *International civic and citizenship study (ICCS): Report for Ireland*. Dublin: Educational Research Centre.

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

DES (1995). White Paper on Education. Dublin: DES.

DES (2014). 'Education for Sustainability': The National Strategy on Education for Sustainable Development in Ireland, 2014- 2020. Dublin: DES.

DES (2016). A Guide to Inspection in Primary Schools. Dublin: The Inspectorate.

Devine, D., & Kelly, M. (2006). 'I Just Don't Want to Get Picked on by Anybody': Dynamics of Inclusion and Exclusion in a Newly Multi- Ethnic Irish Primary School. *Children & Society*, *20*(2), 128-139.

Devine, D., Kenny, M., & Macneela, E. (2008). Naming the 'other': Children's construction and experience of racisms in Irish primary schools. *Race Ethnicity and Education*, *11*(4), 369-385.

Dillon, S., & O'Shea, M. (2009). From the college to the classroom: the impact of DICE courses on the inclusion of Development Education and Intercultural Education in the primary classroom. *Dublin: DICE.*

Dillon, S., Ruane, B., & Kavanagh, A. M. (2010). Young children as global citizens. *Policy & Practice: A Development Education Review*, (11), 84-91.

Duffy, V., Gilmartin, L. and Scott, F. (2016). The Sustainable Development Goals and Youth. National Youth Council of Ireland. Retrieved from http://www.youth.ie/sites/youth.ie/files/SDGs_Youth_Resource%20_Pack.pdf

Together, E. (2004). *Learn Together: An Ethical Education Curriculum for Educate Together Schools*. Educate Together.

Escobar, A. (1995). Imagining a post-development era. *Power of development*, 211-227.

Engel, L. C. (2014). Global citizenship and national (re) formations: Analysis of citizenship education reform in Spain. *Education, Citizenship and Social Justice*, *9*(3), 239-254.

European Commission (2010). Final Report on the Study on the Experience and Actions of the Main European Actors Active in the Field of Development Education and Awareness Raising. DEAR. Downloaded from https://webgate.ec.europa.eu/fpfis/mwikis/aidco/images/d/d4/Final_Report_DEAR_Study.pdf

Evans, M., Ingram, L. A., MacDonald, A., & Weber, N. (2009). Mapping the "global dimension" of citizenship education in Canada: The complex interplay of theory, practice and context. *Citizenship Teaching and Learning*, *5*(2), 17-34.

Faas, D., Hajisoteriou, C., & Angelides, P. (2014). Intercultural education in Europe: Policies, practices and trends. *British Educational Research Journal*, *40*(2), 300-318.

Fiedler, M. (2008). Teaching and learning about the world in the classroom: Development education in culturally diverse settings', *Policy & Practice: A Development Education Review,* 7, 15-17.

Fiedler, M., Bryan, A., & Bracken, M. (2011). *Mapping the Past, Charting the Future: A review of the Irish Government's Engagement with Development Education and a meta-analysis of Development Education Research in Ireland.* Dublin: IDEA.

Fitzgerald, H. (2007a). *The Relationship between Development Education and Intercultural Education in Initial Teacher Education.* Dublin: DICE.

Fitzgerald, H. (2007b). *Analysis of the Impact of DICE modules in Initial Teacher Education on Students' Knowledge and Views of the Global Dimension in Education.* Dublin: DICE.

Fricke, H., & Gathercole, C. (2015). Monitoring Education for Global Citizenship: A Contribution to Debate. Brussels: DEEEP.

Gallwey, S. (2016). Capturing Transformative Change in Education: The Challenge of Tracking Progress towards SDG Target 4.7. *Policy & Practice: A Development Education Review*, 23 124-138.

Gallwey, S. K., & Wilgus, G. (2014). Equitable partnerships for mutual learning or perpetuator of North–South power imbalances? Ireland–South Africa school links. *Compare: A Journal of Comparative and International Education*, *44*(4), 522-544.

Galvin, P. (2013). *How does participation in a Development Education programme impact on children's understanding of global justice issues?* Unpublished Master's Thesis, St. Patrick's College, Drumcondra.

GENE (2015). Global Education in Ireland. Retrieved from http://gene.eu/wp-content/uploads/Gene_NationalReport-Ireland.pdf

Gleeson, J., King, P., O'Driscoll, S., & Tormey, R. (2007). Development Education in Irish Post-Primary Schools: Knowledge, attitudes and activism. Dublin: Irish Aid.

Halpern, R. (2006). *Critical issues in after-school programming*, Monographs of the Herr Research Center for Children and Social Policy, Erikson Institute, 1(1).

Hargreaves, L. (2008). The whole-school approach to education for sustainable development: From pilot projects to systemic change. *Policy & Practice: A Development Education Review*, 6, 69-74.

Harris, I. M. (2004). Peace education theory. *Journal of peace education*, *1*(1), 5-20.

Hartung, C. (2017). Global citizenship incorporated: Competing responsibilities in the education of global citizens. *Discourse: Studies in the Cultural Politics of Education*, *38*(1), 16-29.

Haverty, E. (2015). *The role of teacher identity in the culturally diverse classroom.* Unpublished Master's Thesis. Marino Institute of Education.

Honan, A. (2005). Opportunities for development education within formal education in the Republic of Ireland. *Policy & Practice-A Development Education Review*, (1).

Hunt, F., & King, R. P. (2015). *Supporting whole school approaches to global learning: focusing learning and mapping impact.* Research Paper Number 13 for the Global Learning Programme. IoE: London. Retrieved from http://discovery.ucl.ac.uk/1473867/1/franhunt2015supportingwholeschoolapproachest ogloballearning.pdf

IDEA (2015). *Evaluation in Development Education: A Submission to GENE and Irish Aid.* Dublin: IDEA.

Irish Aid (2006). *White paper on Irish aid.* Dublin: Irish Aid.

Irish Aid (2006). *Irish Aid and Development Education... describing... understanding.... challenging the story of human development in today's world.* Dublin: Irish Aid.

Irish Aid (2007). *Development education strategy plan 2007–2011: promoting public engagement for development.* Dublin: Irish Aid.

Irish Aid (2011). *Synthesis paper: thematic reviews of development education within primary, post-primary, higher education, youth, adult and community sectors.* Dublin: Irish Aid.

Jacob, J. (2017). *Exploring the capacity of human rights based actions in cultivating intercultural values in the Irish primary school.* Unpublished Master's Thesis, Marino Institute of Education.

Jefferess, D. (2008). Global citizenship and the cultural politics of benevolence. *Critical Literacy: Theories and Practices*, *2*(1), 27-36.

Jeffers, G. (2008). Some challenges for citizenship education in the Republic of Ireland. In G. Jeffers & U. O'Connor (Eds.), *Education for citizenship and diversity in Irish contexts* (pp. 11–23). Dublin: Institute of Public Administration.

Jooste, N., & Heleta, S. (2017). Global citizenship versus globally competent graduates: A critical view from the South. *Journal of Studies in International Education*, *21*(1), 39-51.

Katz, K. (2013). *The palliative function of educational policy in the Republic of Ireland: a discourse analysis of the 2010 Intercultural Education Strategy.* Unpublished Master's Thesis, Dublin City University.

Kavanagh, A. (2013). *Emerging models of intercultural education in Irish primary schools: a critical case study.* Unpublished PhD Thesis, St. Patrick's College, Drumcondra.

Keating, A. (2009). Nationalizing the post- national: reframing European citizenship for the civics curriculum in Ireland. *Journal of curriculum studies*, *41*(2), 159-178.

Kelly, A. (2011). *What is the impact of a development education programme on teachers in an Irish school linked to an African school?* Unpublished Master's Thesis, St. Patrick's College, Drumcondra.

Kerr, D., McCarthy, S., & Smith, A. (2002). Citizenship Education in England, Ireland and Northern Ireland. *European Journal of Education,* 37(2), 179–191. doi:10.1111/1467-3435.00101

Kenny, M., & O'Malley, S. (2002). *Development Education in Ireland. Challenges and Opportunities for the Future.* Dublin: DOCHAS. Retrieved from http://eprints.maynoothuniversity.ie/691/1/Dochas1.pdf

Lane, D. (1978). Education for World Development, *The Furrow*, 29(11), 707-712.

Lapayese, Y. V. (2003). Toward a critical global citizenship education. *Comparative Education Review*, *47*(4), 493-501.

Lynch, S. (2003). *Investigation of present awareness and attitudes towards intercultural issues in Irish primary schools.* Unpublished Master's Thesis, St. Patrick's College, Drumcondra.

Maxwell, M. (2003). *Current implementation of intercultural educational policy in Irish primary schools.* Unpublished Master's Thesis, St. Patrick's College, Drumcondra.

McCarthy, C. (2003). *Intercultural education: crossroads or terminus: a review of intercultural education in the context of the national action plan against racism, 2003.* Unpublished Master's Thesis, Dublin City University.

Marshall, H. (2005). Developing the global gaze in citizenship education: Exploring the perspectives of global education NGO workers in England. *International Journal of Citizenship and Teacher Education*, *1*(2), 76-92.

Martin, F. & Wyness, L. (2013). Global Partnerships as Sites for Mutual Learning. In *Development Education Review: Policy and Practice,* 16(Spring), 13-40. http://www.developmenteducationreview.com/issue16-focus1

Matenga, C. (2015). Meaningful development goals and Sub-Saharan Africa. In G. McCann and S. McCloskey (eds.) *From the Local to the Global: Key Issues in Development Studies*, London: Pluto Press.

Mbaguta, A. M. (2012). *Southern Perspectives on the Realt Teaching and Learning Programme in Uganda.* Dublin: DICE.

McCarthy, M. 2010. *Transformative Potential: A Qualitative Study of Irish – African School Links*. Unpublished MA thesis, Dublin City University.

McCloskey, S. (2015). From MDGs to SDGs: We need a critical awakening to succeed. *Policy & Practice: A Development Education Review*, *12*.

McCormack, O., & O'Flaherty, J. (2010). An examination of pre-service teachers' attitudes towards the inclusion of development education into Irish post-primary schools. *Teaching and teacher education*, *26*(6), 1332-1339.

McGarr, O. (2010). Education for sustainable development in technology education in Irish schools: a curriculum analysis. *International Journal of Technology and Design Education*, *20*(3), 317-332.

National Council for Curriculum and Assessment (NCCA) (1999). Irish Primary Curriculum. Dublin: NCCA.

NCCA (2006). *A Study of the Opportunities for Development Education at Senior Cycle.* Dublin: NCCA.

NCCA (2006). *Intercultural education in the post-primary school: Guidelines for schools.* Dublin: NCCA.

NCCA (2007). *Assessment in the Primary School Curriculum: Guidelines for Schools.* Dublin: NCCA.

NCCA (2009). *Aistear the early childhood curriculum framework.* Dublin: NCCA.

NCCA (n.d.). Goodness Me, Goodness You!: Frequently asked questions. Dublin: NCCA. Retrieved from http://www.greystonescns.ie/uploads/1/2/0/1/12012149/faq_gmgy_final-1.pdf

Noddings, N. (Ed.). (2005). *Educating citizens for global awareness*. Teachers College Press.

Oberman, R., Waldron, F. and Dillon, S. (2012) Developing a global citizenship education programme for three to six year olds, *The International Journal of Development Education and Global Learning*, 4(1), 37-60.

Oberman, R., O'Shea, F., Hickey, B., & Joyce, C. (2014). *Children's Global Thinking: Research investigating the engagement of seven-to nine-year-old children with critical literacy and global citizenship education.* Dublin: CHRCE.

OECD (2016). Teaching for Global Competence in a Rapidly Changing World. Retrieved from http://www.oecd-ilibrary.org/education/teaching-for-global-competence-in-a-rapidly-changing-world_9789264289024-en

O'Keefe, C. (2006). *Linking* between *Ireland* and the South: Good Practice Guidelines for North/South *Linking*. Dublin: Irish Aid.

Osler, A., & Vincent, K. (2004). Citizenship and the challenge of global education. *British Journal of Educational Studies* 52 (1),91-93.

Oxley, L., & Morris, P. (2013). Global citizenship: A typology for distinguishing its multiple conceptions. *British Journal of Educational Studies*, *61*(3), 301-325.

Page, J. S. (2008). The United Nations and peace education. *Encyclopaedia of peace education*, 75-83.

Pike, G. (2008). Global education. *The Sage handbook of education for citizenship and democracy*, 468-480.

Richardson, R. (1979). *Learning for change in world society: Reflections, activities, and resources.* World Studies Project.

RISC (2008). How Do We Know It's Working? Reading: RISC.

RISC (2010). …are we nearly there? A self-evaluation framework for global citizenship. Reading: RISC.

RISC (2015). How Do We Know It's Working? 2nd Edition. Reading: RISC.

Roman, L. G. (2003). Education and the contested meanings of 'global citizenship'. *Journal of educational change*, *4*(3), 269-293.

Ruane, B., Horgan, K., & Cremin, P. (1999). *The world in the classroom: development education in the primary curriculum*. Primary School Development Education Project.

Ruane, B., Kavanagh, A.M., Waldron, F., Dillon, S., Maunsell, C., & Prunty, A. (2010). *Young children's engagement with issues of global justice* (A report by the Centre for Human Rights and Citizenship Education, St. Patrick's College, Drumcondra, and Trócaire).

Selby, D. & Kagawa, F. (2015). *Sustainability Frontiers: Critical and Transformative Voices from the Borderlands of Sustainability Education.* Opladen: Barbara Budrich Publishers.

Schattle, H. (2009). Global citizenship in theory and practice. *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship*, 3-20.

Scheunpflug, A., & McDonnell, I. (2008). Building Public Awareness of Development. Retrieved from http://www.oecd-ilibrary.org/docserver/download/240327404140.pdf?expires=1521169010&id=id&accname=guest&checksum=E48674E40910549140DFEC132862D85D

Scheunpflug, A., Lang-Wojtasik, G., & Bergmüller, C. (2009). Global learning in the Third Age: Findings from a German project. *International Journal of Development Education and Global Learning*, *2*(1), 31-46.

Scully, A. (2017). *An examination into the development of the one multi-ethnic primary school in a large urban are with a rich supply of primary schools.* Unpublished Master's Thesis, Marino Institute of Education.

Sjøberg, S. (2015). PISA and Global Educational Governance-A Critique of the Project, its Uses and Implications. *Eurasia Journal of Mathematics, Science & Technology Education*, *11*(1).

Smyth, E., Darmody, M., McGinnity, F., & Byrne, D. (2009). *Adapting to diversity: Irish schools and newcomer students*. Dublin: ESRI.

Tormey, R. (2003). Development education and critical thinking. *Teaching social justice: Intercultural and development education perspectives on education's context, content and methods*, 213-224.

Tormey, R. (2006). The construction of national identity through primary school history: the Irish case. *British journal of sociology of education*, *27*(3), 311-324.

Tormey, R., & Gleeson, J. (2012). The gendering of global citizenship: Findings from a large-scale quantitative study on global citizenship education experiences. *Gender and Education*, *24*(6), 627-645.

United Nations (2015). Transforming our world: the 2030 Agenda for Sustainable Development. Retrieved from http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

UNESCO (2014). Global citizenship education: Preparing learners for the challenges of the twenty-first century. Paris: UNESCO

Waldron, F. (2004). Making the Irish: Identity and citizenship in the primary curriculum. *Curriculum and ideology: Irish experiences, international perspectives*, 208-238.

Waldron, F., & Pike, S. (2006). What does it mean to be Irish? Children's construction of national identity. *Irish Educational Studies*, *25*(2), 231-251.

Waldron, F., Ruane, B., & Oberman, R. (2014). Practice as Prize: Citizenship Education in two Primary Classrooms in Ireland. *JSSE-Journal of Social Science Education*, *13*(1).

Waldron, F. (2014). Moving beyond boundaries: Development education in initial teacher education. In S. McCloskey (eds). *Development Education in Theory and Practice.* Basingstoke: Palgrave MacMillan.

Waldron, F., Ruane, B., Oberman, R., & Morris, S. (2016). Geographical process or global injustice? Contrasting educational perspectives on climate change. *Environmental Education Research*, 1-17.

Walsh, T. (2005). Constructions of childhood in Ireland in the twentieth century: A view from the primary school curriculum 1900–1999. *Child Care in Practice*, *11*(2), 253-269.

Westheimer, J., & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American educational research journal*, *41*(2), 237-269.

Ziai, A. (2007). *Exploring post-development: Theory and practice, problems and perspectives.*