Global and Development Education and Global Skills

Douglas Bourn
University College London-Institute of Education. United Kingdom.
d.bourn@ucl.ac.uk

Abstract

Development education has its roots in Europe in response to decolonisation and the need for public support and engagement in international development. From these roots, it grew as a field of educational practice to encompass themes of global citizenship, postcolonialism and critical pedagogy. Global education, on the other hand, has its roots in broader traditions around international education from both North America and Europe. Today both educational fields have come together in many countries under the umbrella of either global learning or global citizenship education. This article reviews this growth from a UK perspective and then outlines an area, namely skills, which has to date had a lower profile than knowledge and values. It concludes by proposing a framework for global skills that is based on the author's work on pedagogy for global social justice.

Keywords: pedagogy; development education; global citizenship; global learning skills; global social justice

Resum. *Educació global i desenvolupament i habilitats globals*

L'educació per al desenvolupament té les arrels a Europa en resposta a la descolonització i a la necessitat de suport públic i compromís en el desenvolupament internacional. A partir d'aquestes arrels, va créixer com a camp de pràctiques educatives per aportar temes de ciutadania global, postcolonialisme i pedagogia crítica. L'educació mundial, en canvi, té les arrels en tradicions més àmplies al voltant de l'educació internacional tant de l'Amèrica del Nord com d'Europa. Actualment, ambdós camps educatius s'han aplegat en molts països sota l'aprenentatge global o educació de ciutadania global. Aquest article revisa aquest creixement des de la perspectiva del Regne Unit i, a continuació, descriu una àrea —les habilitats— que fins avui ha tingut un perfil inferior al coneixement, i els valors. Acaba proposant un marc per a les habilitats globals que es basa en el treball de l'autor sobre pedagogia per a la justícia social global.

Paraules clau: pedagogia; educació per al desenvolupament; ciutadania global; aprenentatge global; habilitats; justícia social global

Resumen. *Educación global y desarrollo y habilidades globales*

La educación para el desarrollo tiene sus raíces en Europa en respuesta a la descolonización y la necesidad de apoyo público y participación en el desarrollo internacional. A partir de estas raíces, creció como un campo de práctica educativa para incorporar temas de ciudadanía global, poscolonialismo y pedagogía crítica. La educación global, por otro lado, tiene sus raíces en tradiciones más amplias en torno a la educación internacional de América del Norte y Europa. Hoy en día, ambos campos educativos se han unido en muchos países bajo el título de aprendizaje global o educación para la ciudadanía global. Este artículo revisa este crecimiento desde la perspectiva del Reino Unido y luego describe un área —las habilidades— que hasta la fecha tenía un perfil más bajo que el conocimiento y los valores. Concluye proponiendo un marco para las habilidades globales que se basa en el trabajo del autor en pedagogía para la justicia social global.

Palabras clave: pedagogía; educación para el desarrollo; ciudadanía global; aprendizaje global; habilidades; justicia social global

Summary

1. Introduction

Over the past twenty to thirty years in both Europe and North America there has been a growing interest in promoting an approach to learning that encourages a recognition of the value of a global outlook, to recognise the nature of the interdependent world in which we all now live and the extent to which there is still considerable inequality between and within countries. This approach to learning has had various titles including development education, global education, global learning and most recently, global citizenship education.

This article reviews, from a UK perspective, the ways in which these educational fields and traditions have evolved particularly across Europe, and the extent to which they now have a more topical and political relevance in the light of social and cultural changes in many countries and the rise of forms of economic nationalism.

The article is primarily a historical review of the literature from both academic and policy-maker fields. The methodological approach is based on identifying and reviewing a number of key texts and publications in some depth, looking specifically at the ways in which global and development education and skills in the context of globalisation have been interpreted. Terms such as globalisation, global social justice, skills, development, learning for a global society and global citizenship have been the terms most used to identify and review the literature and policy material.

Finally, after reviewing the literature, this article suggests that there is a need for this discourse to give more consideration to the importance of skills and suggests that the term global skills could play a useful role in engaging and connecting with a range of educational policies and initiatives that suggest a global education approach.

2. Evolution of Discourses around Development Education and Global Learning and Global Citizenship Education

First of all, it is necessary to review the origins and early development of the fields of global and development education based on both key policy documents and comments from academics.

In many countries, learning about the wider world is rooted in the country's own cultural, economic and social relationship to global trends. For example, in the UK and France, subjects such as geography and history gained importance in re-enforcing their approach to colonialism. Narratives and stories about elsewhere in the world were linked to conquest, power and a sense of 'civilising others' (Lambert & Morgan, 2010).

There was however another motivation for promoting themes such as world citizenship as a response to the rise of fascism in Europe in the 1920s and 1930s. Understanding the wider world was seen as being related to promoting a sense of democracy (Harrison, 2008).

After 1945, through the creation of various international institutions such as the UN and UNESCO, there was a desire to foster an approach to education that encouraged a sense of internationalism, mutual learning and cultural understanding. From this desire, initiatives, policies and educational programmes on peace and human rights education emerged.

A consequence of these trends was the emergence of an educational field that is today called global education. In some countries this may have at first been called world studies or international education. In North America, one of the many focuses of this educational field was to encourage learners to broaden their horizons and to learn from others elsewhere in the world (Hanvey, 1976; Tye, 1990; Kirkwood-Tucker, 2008). In the UK, this trend manifested most directly as a series of curriculum-based initiatives, promoted by a body called the World Studies Project. In addition to promoting a sense of world-mindedness, this initiative also emphasised the value of a participatory approach towards learning (Hicks, 2003; Starkey, 1994).

Similar trends could be seen in other European countries where for example there was a close connection between global education and inter-culturalism and human rights (Forghani-Arani, Hartmeyer, O'Loughlin & Wegimont, 2013) and also in Japan, Canada and Australia where phrases like 'education for international understanding' 'or intercultural learning' became popular terms (Ishii, 2003; Goldstein & Selby, 2000).

3. Development Education

Alongside this emerging educational field, from the 1970s onwards, a more specific tradition appeared: development education, which had more direct roots in the post-war decolonisation process. In countries such as the UK, development education emerged as a direct way of securing public support for the emerging aid programmes (Harrison, 2008; Bourn, 2015). In a number of European countries, development education therefore became closely linked to the agendas of ministries responsible for aid programmes, and this in some cases resulted in an uncritical acceptance of development. (Forghani-Arani et. al., 2013) However, in some countries, such as Norway (Jones & Nygaard, 2013) and Canada (Goldstein & Selby, 2000), development education was more closely linked to global education which resulted in a more distinct internationalist outlook being at the heart of any major programmes.

4. Influence of More Critical Approaches

By the mid-1980s, more critical approaches to global and development education were emerging, influenced by the work of Paulo Freire, the increasing radicalisation of some international development agencies and the direct experience of individuals spending time volunteering overseas. Themes such as social justice, equality and solidarity began to be more popular (Hartmeyer, 2008; Regan & Sinclair, 2006).

By the 1990s, there was evidence in several European countries of initiatives that were based on a pedagogical approach that related education to social change. This can be seen for example in Austria (Hartmeyer, 2008), Spain (Mesa, 2011), Finland, Netherlands and Ireland (Hartmeyer & Wegimont, 2016). This meant a move forward from promoting awareness of development to equipping learners with the competencies to secure social transformation. This approach also included the need to give space and encouragement to promoting the voices of the dispossessed, particularly from the Global South.

This more radical educational practice was led by civil society organisations which were now being supported by national foreign affairs ministries and the European Commission. This move from raising awareness about development to encouraging a sense of international solidarity, engaging Southern partners and equipping educators with the skills to seek global social change in development education had a considerable influence in a number of European countries from the 1990s onwards. In the UK for example, funding and support

for development education grew from £500,000 per year in 1996 to £24 million just over a decade later.

This growth in the UK, which could be seen in other European countries, was at the behest of political support. Development education has always historically been vulnerable to changing political moods and this happened in the UK after 2010 with a new government which was not very supportive of this area. Funding was drastically reduced although there was a very successful five-year funded programme from 2012 to 2017 on Global Learning. But since 2018 only one programme has been funded, Connecting Classrooms Through Global Learning.[1]

A similar story can be seen in the Netherlands where the whole field of global education in terms of national government support has all but disappeared.

5. Evolution of Global and Development Education

Throughout the 1980s and 1990s, global education developed as a distinctive pedagogical approach in the USA led by Tye (1990), Merryfield (1998) and Kirkwood-Tucker (2008). Tye, for example, referred to global education as involving learning about those issues and questions that cut across national boundaries; that recognise interconnectedness and the importance of looking at issues through the eyes and minds of others. Similar debates were happening in the UK where Richardson (1990), Pike & Selby (1988), Hicks (2003) were beginning to have an influence not only on what should be taught, but on how it should be taught. Pike & Selby (1988) saw global education as combining world-mindedness and child-centredness, and emphasising distinctive pedagogical approaches that were learner-centred. They also saw global education as bringing together themes such as the peace, environmental, multicultural, human rights and development education movements (Mundy, 2007).

By 2000, in North America, UK, Australia and a number of European countries, global education was becoming a distinctive pedagogical approach that went beyond just learning about global issues; it included a strong intercultural theme and encouraged a link between learning and social change (Petersen & Warwick, 2015, p. 18; Forghani-Arani et al., 2013). It is now that another term is being used as a way of combining this learning with social action and change. This term is global citizenship.

Development education also grew in importance and influence in Europe as a result of increased funding from national governments and the European Commission. This influence culminated in the European Consensus Document of 2005 (see Bourn, 2015). What also became noticeable about this area of educational practice was the ways in which it moved out of the shadows of development and aid agendas to directly address themes of social justice, power and inequality in the world.

1.   <https://connecting-classrooms.britishcouncil.org>.

This usage of the term 'global citizenship' also reflected the ways in which 'global' as opposed to 'development' were now becoming dominant in the international discourses around this field. In Germany for example, Klaus Seitz and Annette Scheunpflug interpreted global education as primarily the educational response to the challenges of globalisation as the basis of global education (see Hartmeyer, 2008).

Manuela Mesa has written extensively about these changes from development to global and to global citizenship in what she calls the five generations of development education (Mesa, 2011). She refers to the evolution from a charitable-assistance based approach to a more solidarity-based approach to human and sustainable development and finally to global citizenship education.

By the second decade of the twenty-first century, a growing body of not only educational practice but also academic research was emerging that was using global education, global learning and global citizenship education as a way of promoting a distinctive pedagogical approach that challenged dominant neo-liberal interpretations of the relationship between the global and education (See Andreotti, 2012; Bourn, 2015; Tarozzi & Torres, 2016).

6. Increased Engagement and Support from Policy-Makers

Up until 2000, the fields of development and global education had been primarily promoted by civil society organisations, particularly organisations with a link to broader development or global agendas. Whilst this resulted in some influential educational practice through the work of organisations such as Oxfam in the UK, there had been less direct engagement from policy-makers. Although in Europe, the European Commission had been supporting this work since the 1980s.

McCollum (1996) had addressed this marginalisation in the UK in her Doctoral research and showed that a challenge was to encourage development education practitioners to move beyond a purist view and engage with mainstream policy-makers.

What had begun to happen, at least in Europe, during the 1990s was a change in support from policy-makers. Several national governments, notably the UK, Ireland, Germany, Denmark and Belgium, began to give funding to educational practice in this field (See Forghani-Arani et al., 2013). In 1997 the North-South Centre of the Council of Europe published its Global Education Charter. This led to the establishment in 2001 of the Global Education Network Europe and the Maastricht Declaration of 2002 which states:

> 'Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship'. (Hartmeyer & Wegimont, 2016, p. 10)

This approach to global education whilst building on the approaches from Selby and Pike enabled links to be made with increasingly important European agendas around citizenship, human rights and sustainable development. The influences of this interpretation can also be seen in the curriculum guidance publication for schools in England on the 'Global Dimension', first published in 2000 and revised in 2005, which included themes of human rights, citizenship, sustainable development, conflict resolution and social justice (DfES, 2000, 2005).

The creation of the Global Education Network Europe (GENE)[2] in 2001 has brought policy-makers together from across Europe and has played an influential role in moving global education from the wings to centre stage through the development of strategies that bring together education, foreign affairs, development and environment ministries. A feature of the work of GENE has been its influential national peer reviews of global education which have encouraged the creation of strategies involving a wide range of stakeholders (McAuley, 2018; McAuley & Wegimont, 2018).[3]

The second and more global policy influence on global education has come from the United Nations and particularly UNESCO which, through a range of initiatives in areas such as sustainable development and global citizenship, put global and development education themes much more on the agenda of educational policy-makers. 2005 to 2014 was the Decade of Education for Sustainable Development and this has been followed by the UN Sustainable Development Goals which in its targets for quality education specifically refer to global education themes:

> 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.[4]

Alongside this, UNESCO's global citizenship education programme is beginning to have an impact in many countries around the world. Through a series of educational initiatives and a particularly influential topic guide, UNESCO's work began to have a major influence in countries such as South Korea (Koh, 2018) and India.

This meant that global education themes were now gaining support beyond the traditional Western countries including Brazil (Moraes & Freire, 2020), Ghana (Eten Angyagre, 2020), South Africa (Odora Hoppers, 2008), Pakistan, (Pasha, 2014) and Zanzibar (MacCallum, 2014). In these coun-

---

2. <https://gene.eu>.
3. For details about all of these peer reviews go to: <https://gene.eu/publications/national-reports/>.
4. <https://sustainabledevelopment.un.org/sdg4>.

tries, whilst there was a reference to learning about global themes, a particular feature of the evidence of the impact of global education was in the emergence of a distinctive pedagogical approach that was participatory, encouraging critical thinking and posing alternatives to dominant Western thinking.

7. Emergence of an Academic and Research Community

The global education field, as has been suggested, had been primarily led by civil society organisations with increased engagement and support from policy-makers since 2000. Whilst some of the most influential practices in North America and Europe had initially come from publications from leading figures based in universities, the global education field, unlike environmental education, had not had a distinctive academic basis. Until 2008, there had been no major academic publication covering the field, and no distinctive research community. Since 2008, this has radically changed with the creation of academic journals in the UK, Portugal, Spain and United States. In Germany, Finland and the UK particularly, global and development education gained enhanced academic status through the appointment of professors to cover these fields. Similar movements could be seen in North America through the increasing influence of academics such as Carlos Torres (2017), William Gaudelli (2016) and Vanessa Andreotti (2012).

Figure 1. "Global Education" Articles indexed on Scopus (2008-2018)
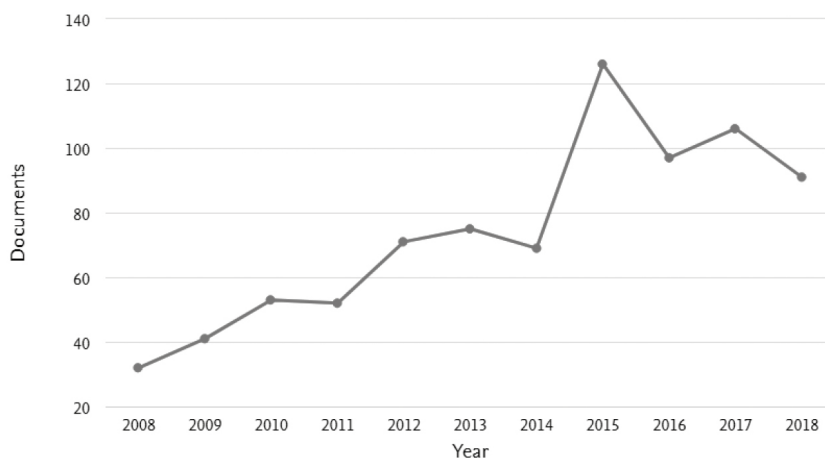
Source: This table is reproduced from 2019 Global Education Digest with approval from the authors: <https://angel-network.net/sites/default/files/Digest%202019%20Final%20Online_0.pdf>.

In 2016, with support from GENE, the first ever international network of academics and researchers in this field was launched in London: ANGEL, which is beginning to play an important role in bringing together not only well know educationalists engaged in global education but the growing body of early career researchers. For example, its second conference in May 2019 was attended by over 170 people from over 30 different countries. Its Annual Digest of recently published global education academic articles and publications has shown the extent to which global education is becoming an important feature of higher education.[5] The evidence for this Digest was based on a systematic review of the relevant literature in the field using a combination of word searches based on global learning, global citizenship and education for sustainable development and 'snowballing'.

What this evidence demonstrates is a major expansion of interest in themes such as global education and global citizenship at both a conceptual and empirical level.

8. Distinctive Pedagogical Field

Implicit in many of the materials and writings about global and development education since the 1970s and 1980s has been the assumption that the field has a distinctive approach to learning. This can be seen in a range of projects that encouraged an approach to learning that challenged dominant orthodoxies about development, the importance of challenging stereotypes and ensuring that voices from the South were given prominence (Bourn & Kybird, 2012; Bryan & Bracken, 2011; Krause, 2013; Regan & Sinclair, 2006).

Most of these projects came from non-governmental organisations (NGOs) and there was also a tendency, due to the influence of national funding criteria for global education initiatives, to all too often follow policies and practices rather than construct a pedagogy that was transformative, related to social change and challenged dominant assumptions in societies about global issues.

To address these tensions, I have elsewhere suggested the need to encourage global education and learning to be seen as a distinctive pedagogy. This means a process of learning 'within which learners interpret and engage in debates on development and include reference to their personal experiences, wider social and cultural influences, and their viewpoints on the wider world' (Bourn, 2015, p. 20). When discussing development education and global learning specifically, I have suggested that this pedagogy should:

— 'deepen an understanding of different worldviews and perspectives on development and global poverty;
— encourage a critical reflection of teachers' and pupils' own perceptions of development, aid and poverty;

5. <https://angel-network.net/sites/default/files/Digest%202019%20Final%20Online_0.pdf>.

— promote an emphasis on contextualising learning that places development and poverty themes within historical, cultural and social traditions and frameworks of social justice' (Ibid, p. 21).

Key to this approach is the emphasis on locating learning within the context of globalisation, but at the same time taking account of specific local and national experiences and perspectives. Moreover, this approach includes recognising the value of a strong value base that acknowledges and responds to the impact of the power imbalances that exist in the world. This means putting social justice at the heart of its pedagogical approach.

However, the evidence I have found from a review of the literature and knowledge of past policies and practices, is that the emphasis has been on either developing a clear knowledge base around a specific development or global issue, such as climate change or poverty, or to focus on the importance of values such as human rights and social justice (see Bourn, 2018). What has thus tended to be ignored is consideration of the importance of skills. This has meant that unlike in other areas such as what is meant by global citizenship and global social justice, global and development education approaches have had minimal influence on debates on learning in a global society. This meant that in educational debates about skills, the more neo-liberal and uncritical approaches such as the use of the term 21st-Century Skills have been allowed to dominate.

This is why the final part of this article specifically addresses the skills agenda and particularly the need to consider the term 'global skills'.

9. Skills in the Era of Globalisation

Discussions and policy statements on skills around the world have tended to equate the term with how to equip the learner to work more effectively in the global economy (CEDEFOP, 2008; H.M.Treasury, 2006; OECD, 2016). Whilst there is clearly a need for all learners to have the skills to enable them to secure effective employment, the term has resonance beyond employment to include life skills, engagement in societies and to be equipped to deal with the challenges of globalisation.

In a world of social media, fake news and immediate access to knowledge from a wide range of sources, there has never been a greater need for skills to be able to critically reflect on the information one is given, to make informed decisions and be able to actively participate in society.

Around the world, where skills are referred to in educational policy strategies, they are predominantly seen in relation to economic needs (IPPR, 2017; Martin, 2018). Neo-liberalism has not only re-enforced this, it has led to an increasing fragmentation of skills needs. Only at management levels are skills often promoted in terms of broader social and life skills. (Ananiadou & Claro, 2009; Anderson & Education Policy Institute, 2017).

Within the leading international bodies such as the OECD, the World Bank and UNESCO, there are a range of interpretations of what are seen as

the key skills to address in the era of globalisation. Some such as the World Bank Development Report (2012) distinguished between entrepreneurship, cognitive, social and technical skills. OECD's (2011) skills strategy made reference to the 4Cs of creativity, critical thinking, communication and collaboration. Since then there have been variations on these themes but with increased emphasis on measurability and progress against economic indicators (OECD, 2015).

What was noticeable alongside this desire for measurability however was also an apparent contradictory trend of the promotion of the value of what were called 'soft skills' such as interpersonal communication, adaptability and flexibility. (Boahin & Hofman, 2013, p. 385). In some countries and contexts, cultural understanding was also being recognised as an important skill need in the context of globalisation. In addition to the abovementioned 4 Cs there was also the suggestion of the 3Rs (reasoning, resilience and responsibility) (Scott, 2015, p. 3).

Whilst these skills could be said to suggest an approach to learning that moved the skills agenda beyond technical needs, they remain vague and not contextualized in response to the challenges of global forces. There have been attempts to move the discussions forward on skills, notably in the UK through the British Council, (CFE, 2014) which has encouraged the moving away from skills as purely demand-led skill sets to a more holistic view that emphasises transferable skills and person-centred qualities. (p. 20). An important feature of their research was the need for skills to deal with real life problems. Moreover, context needs to be included in discussions on skills because this entails the differing ways in which societies need to equip their learners for the challenges of globalisation.

10. What Do We Mean by Global Skills

The term global skills can be seen in a wide range of educational initiatives but usually as a way of equipping learners with what are traditionally seen as main features of globalisation: digital literacy, a range of language skills and an ability to work in a range of differing cultural environments. But whilst many of these definitions make some implicit reference to globalisation, few initiatives see how to engage in a global society as an important skill to develop. In this regard, I consider Ulrick Beck's work as being valuable because he both recognises the need to look at broader areas such as teamwork, co-operation, and understanding other cultures but also suggests the importance of recognising the uncertainty of global influences (Beck, 2000, p. 137-138). He also recognises that global skills require an understanding of different forms of learning and being open to debate and dialogue (Beck, 2000, p. 138). A third theme he suggests is the need to develop skills to respond to the ever increasing complexities of societies with more and more differing voices and perspectives. This means working in a more flexible manner and with diverse groups of people. As Scheunpflug notes (2011, p. 30),

"globalisation does not have a single face, but a plurality of aspects, depending upon where and how one lives. The universal process of globalisation shapes national patterns in different ways'.

All of these developments require learners to have the skills to deal with the ways in which knowledge is acquired and what they do with it. Therefore, how an individual relates to, and responds to the challenges of globalisation, needs to be considered by all bodies responsible for education and training.

Recent political events in North America and Europe have shown how global forces can appear to threaten an individual's sense of identity and way of life. But it can, on the other hand, open up an individual's mind-set to a vast array of differing social and cultural forces. Global education can both help a learner to criticise the causes of the impact of globalisation on their lives and it can also provide the opportunity to broaden horizons and develop what could be called a 'global outlook'. This is where terms such as 'global citizenship' become relevant. But there is always the danger of the 'global outlook' being promoted as one universalist worldview, and this is where having a skills approach becomes valuable. By bringing in concepts such as critical thinking and looking at the issues through different perspectives, global skills can become a powerful tool for enabling learners to be critical of, make sense of and engage with the wider world.

Global and development education have historically been leaders in promoting the importance of listening to different voices from around the world. This means particularly giving space to the dispossessed and marginalised. But there is a need to move beyond just giving space to different voices; we must also understand what these voices mean and how they can be utilised within an educational context.

Finally there is a need to consider the importance of self-reflection and dialogue. Ajay Kumar, a leading Indian development educationalist has emphasised the importance of dialogue, 'the interactive, responsive, democratic, fair and impartial nature of dialogue', as being central to development education (2008). This approach can be seen in the UK through the Philosophy for Children initiative which promotes the development of questioning and enquiry skills.

Recognising these themes, I have now developed an interpretation of global skills based on the following framework:

— An ability to see the connections between what is happening in your own community with those of people elsewhere in the world.
— Recognising what it means to live and work in a global society and the value of having a broad global outlook of the world that respects, listens to and values perspectives other than one's own.
— An ability to understand the impact of global forces on one's and other people's lives and what this means in terms of a sense of place in the world.
— Understanding the value of using ICT and how best to use it in a way that is self-reflective and critical and questions data and information.

— Openness to a continued process of self-reflection, critical dialogue and questioning one's own assumptions about the world.
— Ability to work with others who may well have different viewpoints and perspectives to you, being prepared to change one's own opinion as a result of working with others and seeking ways of working that are co-operative and participatory in nature.
— Confidence, belief and willingness in wanting to seek a more just and sustainable world.

Each of these themes seeks to link globalisation issues with specific skills and pedagogical needs. They move beyond generalised terms such as teamwork and cooperation and locate skills development within specific contexts.

This framework for skills provides the basis for reviewing and developing educational programmes related to any professional need. For example, in Bourn (2018) I outline their relevance and applicability within engineering, health, business management and teaching.

But they are also seen as life skills and above all to equip the learners to be able to engage in society. Global skills for example should be seen as the pedagogical application of global citizenship, of how to equip learners with the tools to make an active contribution to achieving a more just and sustainable world.

The term global skills as proposed in this article can be a framework for both analysing and providing guidelines for equipping learners and educational practitioners with the tools and pedagogical approach to effectively engage in today's global society. Around the world one can see elements of similar approaches to that proposed in this article from the World Savvy Initiative in the United States to the Global Teacher Award in the UK (see Bourn, 2018). What is needed are more innovative approaches that engage with the challenges of globalisation but also provide the tools with which learners can make sense of the world in which they are living and to work towards being effective global citizens. Across Europe there is increasing interest in equipping learners with the skills to address the challenges that globalisation presents. Global and development education can make an important contribution to addressing these challenges but this educational field must itself give greater consideration to the skills agenda.

11. New Political and Educational Opportunities

As already mentioned in this article, themes such as global citizenship and global skills have become more popular terms within education. As well as the initiatives from UNESCO, through the OECD Pisa test on global competencies and the inclusion of global education themes in the UN Sustainable Development Goals, there have been opportunities for promoting approaches to learning that can broaden horizons, encourage a global outlook and develop a sense of social responsibility. However, there is a danger that follow-

ing these initiatives can be undertaken in an uncritical manner. What needs to be included in taking these areas forward is greater inclusion of pedagogical approaches that encourage not only critical thinking and participatory methodologies but look to question dominant ideologies around neo-liberalism and suggest the importance of pluralistic approaches to knowledge construction.

Across Europe the rise in economic nationalism, xenophobia and forms of populism have resulted in proponents of the importance of global education calling for a renewed and heightened engagement in global education (McAuley, 2018). This is where global skills such as those outlined in this article can be of value because what has been outlined suggests a pedagogical framework that questions assumptions, looks at issues from different perspectives and promotes an understanding of the causes of power inequalities in the world.

12. Conclusion

This article has reviewed the ways in which global and development education have emerged and the extent to which this field has gone from being promoted by a group of enthusiasts to becoming part of the vocabulary of policymakers and researchers. But in doing so it has to develop a distinctive pedagogical approach that goes beyond an acceptance of dominant neo-liberalism.

This article has further suggested that rather than working around some of the economic debates about globalisation and skills, global education needs to directly engage with it. This means having a clear outlook as to what is meant by global skills and how this can both help the learner make sense of the world around them but also provide a more rounded and holistic approach to a pedagogy of global social justice. Whilst there are many examples of good global education practices around the world and an increasing amount of academically based research on the topic, there is a priority to encourage global skills as suggested in this article to become much more central to learning policies.

For the wider debates on skills needs in Europe, the emphasis on a new approach under the heading of global skills is suggested as a way forward. This approach to skills would include the debates and hopefully further policy initiatives within a perspective that takes account of the broader social and cultural needs of societies. At a time when Europe and the wider world is being faced with increasing divisions between those who want a retreat into economic nationalism and consequential xenophobia versus those who want to embrace globalisation, there is a need for a new narrative to be promoted that criticizes what is happening in the world but at the same time provides a way forward. Global skills from a global and development education perspective can provide educators with a perspective that recognises the broader social needs of societies. Skills are much more than techniques to complete a specific manual task. They are also more than broader themes such as creativity and communication. By framing the debates within the context of global forces, the skills debate can be more directly relevant to the needs of individuals, communities and societies in general.

Bibliographical references

Ananiadou, K. & Claro, M. (2009). 21st Century Skills and Competencies for New Millennium Learners in OECD Countries. *OECD Working Paper 41*. Paris: OECD Publishing.

Anderson, K. & Education Policy Institute (2017). *Educating for Our Economic Future*. London: Education Policy Institute and Pearson.

Andreotti, V. (2012). *Actionable Postcolonial Theory in Education*. New York: Palgrave.

Beck, U. (2000). *What is Globalisation*. Cambridge: Polity Press.

Boahin, P. & Hofman, A. (2013). A Disciplinary Perspective of Competency-Based Training on the Acquisition of Employability Skills. *Journal of Vocational Education and Training*, 65, 385-401.

Bourn, D. (2015). *The Theory and Practice of Development Education*. Abingdon: Routledge.

— (2018). *Understanding Global Skills for 21st Century Professions*. London: Palgrave.

Bourn, D. & Kybird, M. (2012). Plan UK and Development Education. *International Journal of Development Education and Global Learning*, 4(2), 45-62,

Bryan, A. & Bracken, M. (2011). *Learning to Read the World?* Dublin: Irish Aid.

CEDEFOP (2008). *Skill Needs in Europe Focus on 2020 Cedefop Panorama Series*. Luxembourg: Office for Official Publications of the European Communities.

CFE (2014). *Research and Analysis of the Benefits of International Education Opportunities*. Leicester: CFE Research for the British Council.

DFES (2000, 2005 2nd edition). *Developing a Global Dimension to the School Curriculum*. London: DFES.

Eten Angyagre, S. (2020). Is Global Citizenship Education Relevant in Sub-Saharan School Curricula? Options and challenges for teaching Global Education through a Social Studies Curriculum in Ghana. In Bourn, D. (ed.). *The Bloomsbury Handbook of Global Education and Learning* (pp. 327-341). London: Bloomsbury.

Forghani-Arani, N.; Hartmeyer, H.; O'Loughlin, E. & Wegimont, L. (2013). *Global Education in Europe*. Munster: Waxmann.

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

Goldstein, T. & Selby, D. (ed.) (2000). *Weaving Connections*. Toronto: Sumach Press.

Hanvey, R. (1976). *An Attainable Global Perspective*. Denver, Colo.: Center for Teaching International Relations.

Harrison, D. (2008). *Oxfam and the Rise of Development Education in England from 1959 to 1979*. Unpublished PhD, London, Institute of Education.

Hartmeyer, H. (2008). *Experiencing the World Global Learning in Austria: Developing, Reaching Out, Crossing Borders*. Munster: Waxmann.

Hartmeyer, H. & Wegimont, L. (eds.) (2016). *Global Education in Europe Revisited-Straties and Structures, Policy, Practice and Challenges*. Munster: Waxmann.

Hicks, D. (2003). Thirty Years of Global Education. *Education Review*, 55(3), 265-275.

H.M. Treasury (2006). *Leitch Review of Skills*. London: H.M. Treasury on behalf of HMSO.

IPPR (2017). *Skills 2030*. London: Institute for Public Policy Research.

Ishii, Y. (2003). *Development Education in Japan: A Comparative Analysis of the Contexts for Its Emergence, and Its Introduction into the Japanese School System*. London: Routledge/Falmer.

Jones, J. & Nygaard. A. (2013). What Reality Counts? – On southern perspectives in global education in Europe. In Forghani-Arani, N., Hartmeyer, H., O'Loughlin, E., & Wegimont, L. *Global Education in Europe* (pp. 159-170). Munster: Waxmann.

Kirkwood-Tucker, T. F. (ed.) (2008). *Visions in Global Education*. New York: Peter Lang.

Koh, J-E. (2018). Global Citizenship Education in South Korea: the Roles of NGOs in Cultivating Global Citizens. In Petersen, A. Stahl, G., & Soong, H. (eds.). *The Palgrave Handbook of Citizenship and Education* (pp. 1-17). London, Palgrave.

Krause, J. (2013). NGOs in Global Education. In Forghani-Arani, N., Hartmeyer, H., O'Loughlin, E., & Wegimont, L. *Global Education in Europe* (pp. 125-134). Munster: Waxmann.

Kumar, A. (2008). Development education and dialogic learning in the 21st Century. *International Journal of Development Education and Global Learning*, 1(1), 37-48.

Lambert, D. & Morgan, A. (2010). *Teaching Geography, 11-18.* Oxford: Oxford University Press.

MacCallum, C. (2014). *A Global Learning Journey from Sustainable Livelihoods to Adaptive Capabilities in a Small State, Zanzibar*. PhD thesis, University of London.

Martin, J.P. (2018). Skills for the 21st Century: Funding and Policy lessons from the OECD Survey of Adult Skills. *OECD Education Working Papers no.166.* Paris: OECD

McAuley, J. (ed.) (2018). *The State of Global Education*. Dublin: GENE.

McAuley, J. & Wegimont, L. (eds.) (2018). *Global Education in Cyprus – The European Peer Review Process.* Dublin: GENE.

McCollum, A. (1996). *On the Margins? An Analysis of the Theory and Practice of Development Education in the 1990s.* Unpublished PhD Thesis, Open University.

Merryfield, M. (1998). Pedagogy for global perspectives in education: Studies of teachers' thinking and practice. *Theory and Research in Education,* 26(3), 342-379.

Mesa, M. (2011). Evolution and Future Challenges of Development Education. *Education Research Global*, 0, 141-160.

Moraes, S. & Freire, L. (2020). Planetary Citizenship in Brazilian Universities. In Bourn, D. (ed.). *The Bloomsbury Handbook of Global Education and Learning* (pp. 207-219). London, Bloomsbury.

Mundy, K. (2007). *Charting Global Education in Canada's Elementary Schools: Provincial, District and School Level Perspectives.* Toronto, Canada: OISEUT/UNICEF

Odora Hoppers, C. (2008). *South African Research Chair in Development Education-Framework and Strategy*. Pretoria: University of South Africa.

OECD (2011). *Towards an OECD Skills Strategy.* Paris: OECD.

— (2015). *Skills for Social Progress, the Power of Social and Emotional Skills.* Paris: OECD.

— (2016). *Getting Skills Right: Assessing and Anticipating Changing Skill Needs.* Paris: OECD.

Pasha, A. (2014). *Global Citizenship and Pakistan*. Unpublished Masters dissertation. Institute of Education, London.

Petersen, A. & Warwick, P. (2015). *Global Learning and Education*. Abingdon: Routledge.

Pike, G. & Selby, D. (1988). *Global Teacher, Global Learner*. Sevenoaks: Hodder & Stoughton.

Regan, C. & Sinclair, S. (2006). Engaging development – learning for a better future. In Regan, C. (ed.). *80-20: Development in An Unequal World* (pp. 33-46). Dublin: Bray, Co.

Richardson, R. (1990). *Daring to be a Teacher*. Stoke on Trent: Trentham Books.

Scheunpflug, A. (2011). Global Education and cross-cultural learning: a challenge for a research-based approach to international teacher education. *International Journal of Development Education and Global Learning*, 3(3), 29-44.

Scott, C.L. (2015). The Future of Learning 2: What Kind of Learning for the 21st Century. *UNESCO Education Research and Foresight Working Papers 14*. Paris: UNESCO.

Shultz, L. & Viczko, M. (2016). *Assembling and Governing the Higher Education Institution: democracy, social justice and leadership in global higher education*. London: Palgrave.

Starkey, H. (1994). Development education and human rights education. In Osler, A. (ed.). *Development Education* (pp. 11-31). London: Cassells.

Tarozzi, M. & Torres, C. (2016). *Global Citizenship Education and the Crises of Multiculturalism*. London: Bloomsbury.

Torres C. (2017). *Theoretical and Empirical Foundations of Global Citizenship Education*. London: Routledge.

Tye, K. (ed.) (1990). *Global Education: From Thought to Action*. Alexandria, Virginia: ASCD.

World Bank (2012). *World Development Report, Gender Equality and Development*. Washington: World Bank.