Introduction
Although the term development education (DE) became important in Germany in the late 1970s, it was first introduced into the debate about comparative education by Gottfried Hausmann in the 1950s, when the focus was on education problems in developing countries. The DE debate is well documented in the Zeitschrift für Internationale Bildungsforschung und Entwicklungspädagogik (Journal on International Education Research and Development Education) which began in 1978. (for an extract of the debates see: Lang Wojtasik/Lohrenscheit 2003).

From the beginning we have costed in services of professionals such as chartered accountants. We don’t have the time or inclination to deal with contracts, preparing accounts or calculating PAYE, but we believe that the organisation shouldn’t be placed under the unnecessary risk of these things not being properly set up. This is where having business expertise on the management committee and more recently splitting the committee into personnel and finance sub committees has been very useful.

Overview of development education and global learning in Germany
Development education
Coming from a practical field, the discourses on DE in Germany had many conceptual underpinnings from the very beginning, e.g. pedagogy of the third world, political education, global learning, intercultural education, peace education, environmental education, human rights education, ecumenical learning, media education. All these concepts have become more and more differentiated and professional (the history of German DE is documented in: Scheunpflug/Seitz 1995).

Development
DE refers to the development of societies. Development is described as deficit, including a view on so called ‘underdevelopment’ of countries in the South as well as the North. DE can be understood as an attempt to give pedagogical answers to the global, local and individual problems of over- and underdevelopment (Treml 1980; quoted in Lang-Wojtasik/Lohrenscheit 2003, p.14). This approach begins with three perceptions: 1) There are survival problems for humankind. 2) Processes of education are involved in the creation and solution of these problems. 3) Educational scientists should be part of these processes (Treml 1978; quoted in Lang-Wojtasik/Lohrenscheit 2003, p.15).

Different approaches
In German epistemological discourse we find different approaches to analyse development and DE, based between action-theory and system-theory. Though there are a lot of differences, one general agreement can be stated: Development is a multi-perspective term and DE has to articulate ways to deal pedagogically with a global world. This is handled in different ways: 1) in a holistic and normative way in terms of solidarity between North and South (e.g. Bühler 1996) and 2) dealing with complexity of world society (e.g. Scheunpflug/Hirsch 2000).
Sustainability
The Brundtland Report of 1987, the conference on Sustainable Development in Rio and Agenda 21 mark an important challenge to the debates on DE worldwide. It became obvious that most world problems are not limited nationally but need global perspectives and solution strategies. International meetings made this very clear in the ‘decade of the big conferences’ (1992-2002). From then on, subjects like migration, unemployment, ecology, wars and security, terrorism and crime as well as debates on privatisation and commercialisation of education were on the international agenda. Many of them had been discussed in DE and global learning for a very long time. In the follow-up to the Rio Conference a lot of resource-boxes were printed and used in various educational fields. In the German context, education for sustainability is mainly discussed and disseminated from two perspectives – from the field of DE and from environment education.

Aspects of global learning
In this article I will focus on global learning as rooted theoretically in DE and the connected field of international education research. From this perspective the debates of the last 10 years deal with the following aspects:

• solidarity and justice, overcoming social discrimination and worldwide inequality;
• consciousness of limited progress and an open future;
• perception and analysis of increasing social complexity and the consequences of this for educational processes;
• striving for the recognition of equal communication and cooperation with colleagues from the South;
• worldwide, interdependent problems of survival as challenges for education;
• education as a way to deal with these opportunities and challenges;
• demand for and promotion of a fruitful theory-practice-interaction (Lang-Wojtasik/Lohrenscheit 2003, p.11).

To make some of these aspects clearer I will describe one of the underlying concepts in more detail (see Scheunpflug/Schröck 2000).

Spotlight on one concept
Globalisation and development towards a world society as an educational challenge
Looking back on the last 25 years, especially the period from 1992 to 2002, it is obvious that a future-oriented debate on the theory of DE and global learning needs a clear analysis of what is understood by globalisation and world society. The most elaborated work in this field is the study of Seitz (2002). The description below is based on a different approach, following the ideas of Scheunpflug and Schröck (2000).

Globalisation has become an important term for the 21st Century which makes visible our development towards a world society, which is to be understood as a problem and communication issue, not in the sense of a super-institution or connection of nations. World society involves increased complexity and is a challenge for people in terms of meaning – in the fact dimension, the temporal dimension and the social dimension (Luhmann 1995).

Description of meaning in a world society
In the fact dimension we experience an economic globalisation which penetrates nearly every social sphere: global financial dealings have become more and more independent of real economic processes; global enterprise strategies and markets; global technology and research; global consumption patterns, life-styles and cultures; development of trans-national structures; global consciousness and perceptions. After the breakdown of state socialism, capitalism has become the ruling economy in the world and dominates most spheres. The consequences are very different in South and North, e.g. exponential increase of resource consumption especially in industrialised countries, extreme inequalities in economies and in the disparate distribution of life-chances between and within nations.

In the temporal dimension globalisation brings an acceleration of social change, which is the result and driver of global change. In some parts of the world the speed of social change has passed the generation-succession which was previously seen in conflicts between modernity and tradition.

This is closely linked to globalisation in the social dimension. The distinction between what seems strange or familiar is no longer only a geographical or spatial question, hinting of social fragmentation in a global world. Gaps between poverty and wealth become visible between countries of the South and the North as well as within single nations. We see a widening gap between privileged and marginalized people and a polarisation within and between societies.

The challenge of global learning – dealing with world complexity
Global learning can be understood as the educational reaction to the fact of the development of a world society. With a theoretical basis in DE, it offers possibilities of dealing with the complexity of a world society, i.e. knowledge and non-knowledge, certainty and uncertainty, familiarity and strangeness. Global learning can be presented as a didactic cube, combining three aspects: space (networking the global, national, regional and local
dimensions), the subject of global justice (connecting development, environment, interculturalism and peace) and offering competencies (facts, methods, communication, personal skills). From a factual perspective, we are talking about the classical aspects of knowledge, understanding and judgement unifying to create a framework for reflecting on rules, ideas, phenomena, arguments and connections. Methodical competencies combine abilities of research, structuring, planning, visualising or working independently on complex exercises. Social and communicative competencies comprise skills of cooperation, listening, explaining, arguing, questioning, discussing, presenting and collaborative action. It is also important to train the use of communication skills to find constructive ways of managing conflicts. Personal competencies include self-confidence, value-orientation, tolerance and empathy as well as bearing up under contradictions and uncertainties (Scheunpflug/Schröck 2000).

In this interpretation, global learning is not a new curricular subject but a principle of teaching which can be described as a group of learning components. It is important to mention that interlinking the three aspects (space, subject, competencies) is essential. One of these aspects alone does not lead to global learning.

Where to go?
Global learning in Germany looks back to many years of experience in theory and practice. Though there is a growing academic discourse about DE and global learning, the debate on theory is not very developed and the whole field is lacking institutionalisation. In this article I have focussed on theoretical concepts of global learning, but this is only one part of the discourse. The practical work is based in the activities of NGOs, churches, third-world-initiatives and their connected networks, where VENRO (Association of German Development NGOs) as an umbrella organisation plays an important role. Challenges include how to implement DE concepts from the kindergarten to higher education and how to deal constructively with the two aspects of sustainability – development and environment – and make this interlinking fruitful for debates about the theory and practice of global learning. As we are talking about process-oriented approaches it will be a long and challenging process.

References:

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Developing a methodology for including the global dimension in the ITE curriculum

Jayashree Inbaraj, Subbalakshmi Kumar and Greig Whitehead describe a project in India which has successfully introduced global perspectives into Initial Teacher Education (ITE) and draw lessons from it for other ITE institutions.

The Global-ITE project focuses on developing an understanding of different global perspectives among student teachers. To enable this it uses direct links between ITE institutions in three countries – Kenya, India and the UK. Within this link complex, ‘Learning and Sharing’ has become the Global-ITE catchphrase – viewed initially as an exercise related to concepts and content, but now showing that important teaching methodologies are also being developed and need to be shared.

Of the three countries, India has shown the way in many aspects of process. Implementation of the methodology required is perhaps easier in India than in the other countries, due to the more centralised control of teacher education and greater contact with students in the ITE institution itself. But the important lesson is that given the right mix of administrative support and appropriate course structure, along with commitment from the teacher-educator, then the global dimension can be effectively included within the ITE curriculum.

Assuming that commitment from the teacher educator is there (or can be developed) the question becomes one related to course structure and administrative support. This