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## Glossary of Acronyms

<b><u>Acronym</u></b>	<b><u>Expansion of Term</u></b>	<b><u>Meaning/Comment</u></b>
PSOR	Purposes, Strategy, Outcomes Review.	An analysis tool developed by Coombs (2003) from Harri-Augstein and Thomas (1991) work as part of a series of learning conversation templates for the development of critical narrative evidence.
CSCS	Centre for Supporting Comprehensive Education	An organisation based at the University of Leicester established to secure high quality state education for all pupils in the UK.
TIPD	Teachers International Professional Development	A scheme funded by the UK Government to provide international professional development for teachers in UK schools.
CPD	Continuing Professional Development	The means, by which professionals, in this case teachers, maintain, improve and broaden their knowledge and skills and develop the personal qualities needed in their professional lives.
QCA	Qualifications and Curriculum Authority	A national body set up in 1997 by government to maintain and develop the national curriculum and associated assessments for schools in the UK.
QCDA	Qualifications and Curriculum Development Agency	This national body superseded the QCA in 2007
OFSTED	Office for Standards in Education	Established in 1992 as a national body responsible for inspecting schools and other educational providers.
UKOWLA	United Kingdom One World Linking Association	An organisation that supports individuals and groups who are considering establishing, or already have an international educational partnership.
DFES	Department for Education and Skills	This was a UK government department between 2001 and 2007 responsible for the education system and children's services in England.
DCSF	Department for Children, Schools and Families	This was a <a href="#">department of the UK government</a> , between 2007 and 2010, responsible for issues affecting people in <a href="#">England</a> up to the age of 19, including <a href="#">child protection</a> and <a href="#">education</a> . It was replaced by the <a href="#">Department for Education</a> after the change of government following the <a href="#">General Election 2010</a> .
BERA	British Educational Research Association	This is an association that promotes a research culture within the academic field and informs guidance on policy and practice

		within the field.
S-o-L	Self-Organised Learning	A form of learning that depends on the learner finding ways to elicit meaning and find patterns from data
KES	Knowledge Elicitation System	Tools to facilitate the systematic analysis of qualitative data.
RQ	Research Question	The main questions that are being addressed by the research project.
DEA	Development Education Association	A charity concerned with educating and engaging the UK public about global issues. In 2011 became known as Think Global.
PSHE	Personal, Social and Health Education	Part of the state curriculum in UK schools dealing with relationships, health, personal growth and drugs education
UNESCO	United Nations Educational, Scientific and Cultural Organisation	An agency of the United Nations which aims to promote international collaboration through education, science and culture.
Dfid	Department for International Development	A UK government department which aims to promote sustainable development and eliminate world poverty.
LA	Local Authority	The local arm of government in the UK

## Preface

### a) Overview

In this preface to the thesis I seek to clarify some of the emergent issues and key terms used so as to provide an academic framework which post hoc engages with the arguments about the issues and the methodology used and therefore contextualises the conclusions drawn. On this assumption I will explore the literature on each of the areas. Views will be compared and contrasted and I will present a synthesis of these views (See Sections b-f). By this means, a conceptual framework for the values that underpin the thesis and the original contribution to knowledge will emerge. For a plan of this preface see Appendix V. The fields that will be examined are as follows:

- Ubuntu, social justice and equal opportunities. These are key issues in the thesis and are identified as values that underpin the partnership and that are included in the original notion of 'living citizenship'. I recognise that these are contentious issues and in this preface I seek to clarify these values as a means of clarifying my meaning of living citizenship in the course of its emergence in my practice.
- Aid, Development and Citizenship. The arguments concerning the efficacy of aid and the geo-political nature of inequalities are explored as are the issues surrounding the contentious notion of development. Also, contrasting views of citizenship are considered and the notion of 'living citizenship' is located in the field.
- Action Research and discourse analysis – Some of the epistemological foundations and the foundational works of these methods are