

WORK IN SCHOOLS



This year has been different from previous years. Those who read last year's annual report will remember that the International Development Education Association in Scotland (IDEAS) network submitted to the Department for International Development (DfID) a new strategy for global education work in Scotland (2009 – 2014) to replace the programme funded by DfID until September 2009. Things didn't quite turn out as planned!

During last summer, DfID held a review of all its education funding streams. The One World Centre put in a lot of work contributing to the consultation process, and we are very grateful to those who supported our submission, all done at very short notice! As a result of the exercise, DfID's grant schemes underwent various changes, which have had fairly major implications for the voluntary sector engaged in development education.

In response to these changes, the framework for a new three-year Scottish 'Global Learning Project' (GLP) has been developed; its purpose is to provide coherence and to increase capacity within the Scottish education system to deliver effective global learning in schools and teacher education institutions. A key feature is that IDEAS members will work in partnership with various statutory sector bodies, with whom two very positive meetings have been held. Funding from DfID for the project was agreed before the election.

An online resource database has been a dream of the Development Education Centres (DECs) for many years. Bringing this at last to fruition was another major piece of work this year. This joint database should make resources more accessible, allowing teachers to view online all the resources which are available to borrow from any of the DECs. As before, resources will be bought from Scotdec and teachers will now be able to purchase online.

This year perhaps more than any other has seen considerable joint working between ourselves and the other DECs through the Consortium of Scottish DECs. While this can be demanding on one's time, it allows us to achieve so much more than we could if working in isolation.

Main achievements for the year:

1. Progress on the Dhaka to Dundee project
2. A pilot project between Global School Partnerships (GSP), Dundee City Council and the One World Centre, linking eight Dundee schools to a cluster of schools in Kolkata
3. Accreditation as a Facilitator and Trainer for the Global School Partnership programme
4. The setting up and facilitation of a Fair Trade Teacher Network
5. A national DEC's online resource database containing all our resources available for loan – www.seedsforlearning.org.uk

1. Dhaka to Dundee project (April 2008 – March 2011)

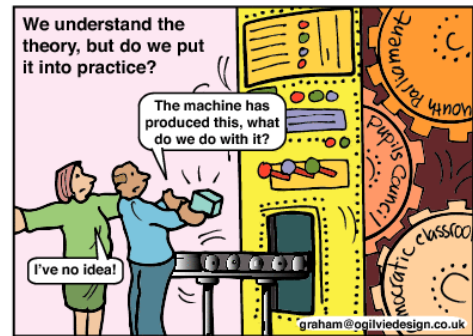
The aim of this project is to increase knowledge and understanding among teachers and pupils in Dundee of the major economic and social issues facing Bangladesh and India, and to empower action for change. A Continuing Professional Development (CPD) twilight session was held at Verdant Works on 11th November. Seven teachers new to the project attended to hear presentations from teachers in the three schools involved – Downfield PS, Fintry PS and Kingspark Secondary. In Downfield PS, one teacher conducted her own research with a group of pupils following a topic on India. Her findings relate more to process than to content, and the key elements identified by the children as making a difference were: 'being excited'; 'having a choice'; 'independent learning'; and 'accessing resources'. This led to 'changing my ideas' i.e. children 'taking a stand'.

David Miller from Dundee University School of Education, Social Work and Community Education also spoke about his role in measuring the impact of the project. Initial findings show:

- evidence of the children viewing people from other countries in a more favourable light
- some change in children's views about aspects of consumer society, and about human rights
- greater awareness of gender equality
- a real sense of engagement with the project on the part of the children
- a sense of empathy for children in other parts of the world, with inequality and unfairness being mentioned frequently

A Dundee 'Glow' group has been set up ('Glow' is a Scottish-wide intranet for schools, where teachers and pupils can access materials and share learning), and the teachers have put their presentations onto this site.

The next stage of the project is to produce a teachers' resource pack, including plans, activities and further resource material ideas, to be made available on CD ROM. This will include a section on Verdant Works Museum, and an evaluation of the learning, including not only changes in knowledge, but also of skills and attitudes. Thanks are due to Brian Kelly, Education Officer at Verdant, for his continuing support.



Although the number of teachers showing interest in this project is still small, I feel confident that when we launch the resource pack, there will be a sudden surge of teachers keen to use the materials!

2. India/Kolkata pilot Global School Partnerships (GSP) project

Global School Partnership (GSP) promotes partnerships which are sustainable, equity-based and educational i.e. schools in each country learn together through jointly planned and delivered curriculum projects. Dundee One World Centre's involvement came about partly because the OWC was already working on the 'Dhaka to Dundee' project, raising awareness of the interdependence between Dundee and South East Asia. One primary school is common to both projects, which should provide an interesting comparison. Dundee was chosen also because there was only one school with an existing partnership on this programme. My role in this project is to lead one full day introductory workshop for teachers from each of the eight schools, and support them with curricular advice, resources and mentoring as appropriate.

3. Accreditation as a Facilitator and Trainer for the Global School Partnership (GSP) programme

In November, I attended a two-day training session in Croyden organised in conjunction with the Institute of Education, University of London, and I now have a certificate to prove it! Later that same week, working along with a GSP Trainer and Head Teacher from Malawi to

deliver a one-day workshop in Edinburgh on 'Building Effective Partnerships' was a very rewarding experience for me; the teachers who attended greatly benefited from the Southern perspective.

4. Fair Trade Teacher Network

This is a new initiative for us and grew out of a CPD session last year. The network has met twice here in the Centre, and although numbers are small as yet, the teachers find it valuable. One teacher commented that she

“gained great ideas from everyone. Teachers love to find out what other schools do, it gives us confidence and inspires us to make changes and use ideas with our own classes.”

Mostly, teachers have shared ideas for whole school initiatives and classroom activities, ranging from organising a Fairtrade Café, to comparing the decomposition rates of Fairtrade and non-Fairtrade bananas! The network also allows teachers to discuss ideas on related topics/initiatives such as children's rights and Eco Schools.



Another teacher commented on the support she had received from the One World Centre through the network -

“I believe that you are a great resource for schools. You have the time and expertise to really help when teaching Global Citizenship/fair trade in schools.”

5. Online resource database

In preparation for inclusion in the new database all our materials for lending were re-organised: every one of our resources was listed, labelled, classified and described. This will make our own record keeping much easier and give nation-wide access to our stock. For this my grateful thanks must go to my colleague Helen and mentor Margaret who undertook the vast majority of this task. Without them and their helpers (Kate, Ann and Carol) this task might have lasted well into 2011!

We now know we have 685 resource items; we have lent out 289 this year (up from 135 last year). This figure includes bulk borrowing by staff tutors/advisers promoting materials for teachers to support the Curriculum for Excellence.

OTHER ACTIVITIES

Initial Teacher Education (ITE) project with Dundee University School of Education, Social Work and Community Education

As a result of funding through the IDEAS ITE project, Development Education resources which are now available within the university library. To raise awareness of these, a Core Resources leaflet for use by staff and students was developed. In March a workshop was held with staff to explore how they might use the resources with students on their courses. In December, I helped lead a morning of workshops for B.Ed 3 students on global citizenship. One of the significant outcomes of this project is the development by Dundee University staff of a new module for students called 'Education for A Sustainable Future'.

CPD twilight sessions were held for teachers on:

- Fair Trade in Dundee, Fife and Edinburgh (co-led with Scotdec)
- Teaching Controversial Issues in the Classroom in Dundee
- RME (Religious and Moral Education) for the Supply Teacher Network for Perth & Kinross
- Supporting school partnerships for the Fife Partnership Network

A short workshop on fair trade and organic food was held for Dundee teachers of Home Economics in conjunction with Ailsa McInroy, the student from Abertay University, who had been on placement with us the previous year. Access to this new audience for us was one of the impacts of Ailsa's work. We have also held resource displays in Perth for a partnership conference and an Early Years event.

Three half-day sessions booked for Perth & Kinross on 'Global Citizenship in the Early Years' and 'Teaching Controversial Issues' were cancelled due to the difficulty and expense of teacher cover. This would suggest that in future only twilight CPD sessions should be offered.

Classroom sessions

Twelve sessions were led with pupils, mostly on fair trade. Many thanks go to Helen for carrying out four of these. In addition we ran fair trade stalls at three school events, and supplied products for a further two. Despite trying to move on and work more strategically i.e. mentoring teachers in embedding the global dimension in their classroom practice, classroom sessions with pupils remain popular. As schools are encouraged through the new curriculum to make more links with organisations in the community, and are engaging with initiatives such as becoming Fairtrade Schools, it is inevitable that we receive requests for support. As well as providing a way in to more in-depth global citizenship work in a school, classroom visits keep us in touch with reality. And I must admit I find them very encouraging and rather good fun!



So, another busy year comes to an end. I have not led as many CPD sessions as I would have liked but, mainly thanks to those engaged with the 'Dhaka to Dundee' project very valuable work has been achieved. Facilitating peer learning through the Fair Trade Teacher Network has also been very rewarding.

Although a significant amount of time was spent poring over plans and discussing strategies relating to the new Global Learning Project, this is receiving not only funding, but also real commitment to collaborative working from key bodies within the statutory education sector. The stage is set for a new and exciting scene!

Sally Romilly
April 2010