

# *DECs Conference 2008*

## *“Securing the Futures of DECs”*



*Conference report produced by  
Eleanor Knowles, Cumbria DEC*

**November 2008**

**Harborne Hall, Birmingham**



**Conference funded by Oxfam as part of the  
national DECs consortium**

The conference was organised and led by Cumbria DEC on behalf of the national DECs consortium



Educating for a **fair** and **sustainable** world.

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**Multicultural** Education

**Global** Citizenship



**School linking**  
with partners local  
and global

Global Education in  
the **Outdoors**



Challenging **Prejudice**  
and **Racism**



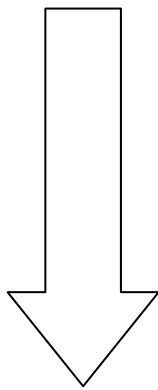
Teaching **Resources**  
and Professional  
**Development**

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## Purpose of the Conference

to support the development of a DECs consortium in order to increase national recognition for DECs as key local providers of professional global education services, in order to sustain the future for DECs by:

- helping DECs to build on opportunities in a favourable market
- raising the national profile of DECs as core providers at local level



### **Our Route** *During the conference we:*

- Freed ourselves to think creatively
- Shared CPD courses that we could offer in our own localities
- Found out about the services that DECs offer
- Heard about case studies of funding models
- Shared discussion space to explore areas for development and focuses for the consortium

### **Outcomes** *As a result of our conference we:*

- Identified and shared ways in which DECs can move away from project dependency
- Set a programme of spring term events (CPD courses for teachers that DECs can observe and take away)
- Drafted strategic priorities and action plans for the consortium
- Agreed the next steps to move the consortium forwards



## DECs as service providers –

### an introduction

DECs have spent many years working with the formal sector to ensure they take global education seriously and draw on our expertise to support their curriculum. There is now huge demand by schools for support on the teaching and learning approaches related to the global dimension. The statutory framework in which schools are now working has amazing opportunities for DECs to provide relevant support and from this point of view there has never been a better time to be a DEC.

- There has always been a moral obligation for schools to take seriously the global citizenship agenda, and there is now a strong and growing statutory obligation too.
- Recent new duties on schools, and the curriculum review, have brought the global dimension, creative and critical thinking, community cohesion and sustainable development to the forefront of the school agenda.

### Good learning and teaching should:

- Ensure every child succeeds
- Build on what learners already know
- Making learning vivid and real: develop understanding through enquiry
- Make learning an enjoyable and challenging experience
- Enrich the learning experience
- Promote assessment for learning

*Excellence and Enjoyment, DCSF*



### The aims of the curriculum

The curriculum should enable all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

QCA 2008

### The service provision mindset

It is recommended that DECs adopt a service provision mindset in order to take advantage of the opportunities offered by the current education climate. Thus each DEC needs to (1) understand what schools want and (2) be able to offer what they need. A DEC that focuses only on its own agenda is unlikely to sell its services. A service provision mindset also means having the confidence to promote:

- how DECs can support a broad and balanced curriculum
- where DECs can add value to the curriculum (not by criticising bad practice, but by valuing and building on what schools are already doing)
- how DECs can help raise achievement
- why DECs are indispensable to today's education managers

### A big picture of the curriculum



Failing to take this opportunity will mean we risk losing this market to other education consultants. Some consultants are already out there, offering services to support the global dimension, to embed sustainability as a cross-cutting theme, to develop community cohesion, to support a skills-based curriculum, to introduce multicultural understanding, to put values at the heart of learning and to help make our children responsible citizens.

And finally ...

Let's not imagine that DECs have any special entitlement - just by virtue of being a DEC - to receive funding or to survive. Each DEC is an independent organisation that must take responsibility for ensuring its work is current, relevant and appropriate to the formal education sector.

The national DECs consortium is not going to take any of the responsibility for ensuring that individual DECs are funded or that they survive. But it will provide a forum for DECs to share and develop strategies for keeping themselves relevant and current, and for collectively raising the profile of the professional and well-delivered services that DECs can offer to the formal education sector.

## Funding Model –

### Cumbria DEC

Cumbria DEC is focused on keeping a service provision mindset at the heart of its work, and to keep this focus its current three year strategy is headed by the objective:

*“CDEC is recognised as the core provider of global education services in Cumbria”.*

We have a turnover of £180,000 and last year took 20% of this as earned income, with the target to double this over the coming three years. Our key areas of learning are summarised as follows:

**1. Be service oriented** -- service provision isn't different from projects. If some work is paid by a grant funder, this means the funder considers it a worthwhile service to the audience. There is no difference in how the work is presented because projects are an opportunity to develop and deliver services to schools. And just because something is project funded doesn't mean the audience should receive everything for free.

**2. Shout about good education** – Our work is not in addition to good education, it is good education. We believe that our teaching and learning approaches can support and enhance existing school agendas, that we can help raise achievement, and that we can support outcomes that are tested by Ofsted. And we look for opportunities to get this message to Heads and local authorities. Every DEC should make sure what is offered is good education. If we do not do this, then what are we doing?

**3. Prioritise the right partnerships** – in order to be indispensable. We seek involvement in key events such as heads conferences (even if there is no specific pay-off) and run events in partnership with others, in particular the local authority, rather than alone. The struggle to find fruitful partnerships is normal and ongoing. At CDEC we keep looking for the right people and instead of expecting them to join with us, we say; “we are doing *this* and I think it fits with *that in particular* that you are doing’.



**4. Have quality provision** – training is a skill, and training is a staple of service provision. Not everyone has this skill so at CDEC we nurture it in particular staff. It is important that we never drop our standards – in displays, personal presentation, quality of handouts, consistency of training sessions - because we care about how we are perceived and we know that appearances matter. If we are not contracted by our audience then we are unlikely to survive.

**5. Care about what schools need** - not just about what you *want them* to need. This is more than just learning the jargon and relates to the ‘joining out’ principle (linking with their agenda, rather than

expecting them to link with ours). If we don’t ‘join out’ with schools then we have lost the majority of our audience.

**6. Get out there** - opportunities to deliver services only come if the audience know who you are and respect you. Marketing is more than one-off mailings and it is a mistake to expect a return from the first (or even from the second) approach. Entering email addresses for every school in your region is a big job but really worth doing.

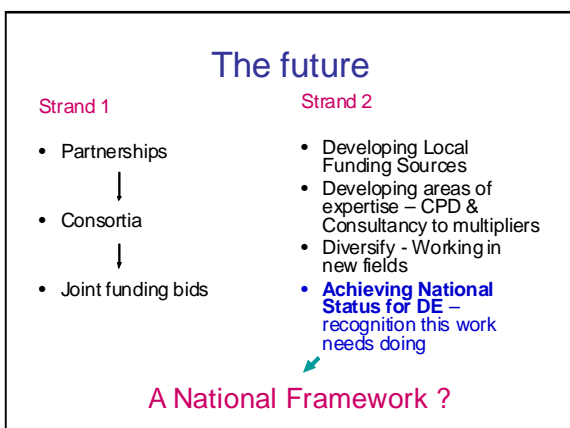
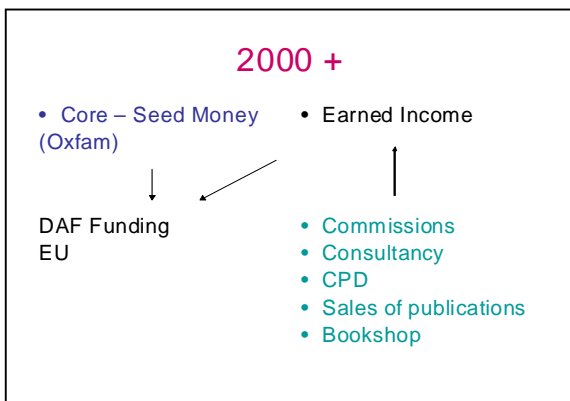
The process of ‘getting out there’ involves some outlay that has no return, but in the longer term, the return will come. This is why project work isn’t different from service provision. Projects are about developing quality provision with schools, helping build the right partnerships, helping you understand what schools need and how to support them; and getting our message out there.



## Funding model – Leeds DEC

Leeds DEC began in 1978 as an Oxfam Education Centre, and was fully funded by Oxfam until 1992 when it was granted independent DEC status. This means that throughout the 1990s the large part of Leeds DEC income came from Oxfam and other grant funders.

The following diagram shows how Leeds DEC has diversified its funding since the year 2000, and how it sees the future.



## Funding model – GLADE Somerset

### The Glade Funding Model

**Ian Croxford**  
The Centre for Global and Development Education

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The GLADE Centre, Frog Lane, Ilminster, Somerset TA19 0AP  
Tel: 01460 55755 E-mail glade@glade.org Web: www.glade.org

### The ideal funding model

- Membership
- Grants
- Commercial activity

DEC Conference 2008
The GLADE funding model
26<sup>th</sup> Nov 2008

### Membership Income

- Can be used for any purpose
- Reliable – if you treat membership well
- No onerous conditions
- **Not enough**

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26<sup>th</sup> Nov 2008

**GLADE**

### Grant Income

- Can be BIG money
- Funders pay realistic manhour rates.
- Branding advantages
- **Restricted to what you can use it for.**
- **Strict terms and conditions.**
- **Never enough for Core admin costs.**
- **Can end abruptly**

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### Sessional work

- Realistic Charges.
- Having the right resources to deliver.

### The key Questions

- How much to charge?
- What to pay the people doing the work?

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**GLADE**

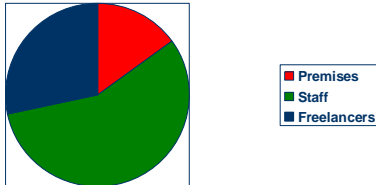
### Commercial Income

- Can be used to support core.
- Can make a healthy profit.
- Get paid for what you want to do anyway!
- **Have to spend money to get it.**
- **Competition.**
- **Risk.**

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**GLADE**

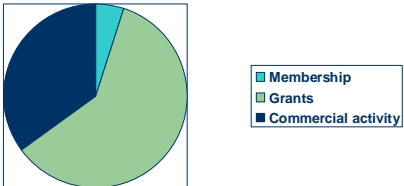
### Cost Model



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**GLADE**

### Actual funding model



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**GLADE**

### Some daily rates

- Consultant £1500
- DGSP session £300
- Somerset School £225
- Community Group £50

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**GLADE**

### Commercial Activity

- **Sessional work**
  - Schools
  - Youth Groups
  - Community Groups
- **Service level agreements**
- **Miscellaneous - Resources, Room Hire etc**

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**GLADE**

### Ian's survival plan for the recession.

- Value the grass roots membership
- Charge realistic prices for services.
- Keep the costs down.
- Hybrid solutions.

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## Service delivery Mindset - key ideas

The following ideas were developed in workshop sessions following the presentations on funding models.

- We have to have a service delivery mindset because we cannot count on regular grant income
- It doesn't mean that we always charge for our work, but that we consider the value of what we deliver and why this should be free to the user, remembering that everything including projects is a service
- We have to give our audience what they want, so we must understand their agenda
- We have to think about full cost recovery and not sell ourselves short. A standard charge is £600 per day for training. If we have project funding, we can advertise at the full cost, then offer a subsidised rate to project schools. Remember to price high and then reduce, rather than under-price for everything.
- Drawing up contracts for contracted work (including in-school sessions) with a cancellation clause so you don't lose money if the client cancels
- Consider what the DEC will get out of any piece of work whether paid for or not (raised profile for the DEC, develops a partnership, supports a project outcome, trials a new approach or service, etc)
- We could package our services much better, learning from the business world in, for example, vertical integration of products (you buy one product and then you need to buy a second one to service the first)
- Quality assurance is essential if we are to succeed as service providers and this requires high standards and evaluation
- Think about our specialisms, but also be flexible and responsive so that we don't just stick to our existing products and services
- Be sure about what we can offer, because we are the experts
- If we are struggling to recruit clients, then we must think how we can improve our marketing approach to better take account of the needs of the audience
- Sometimes it is right to turn down a request for work. Don't say 'yes' and then be unable to do a good job if you are busy or can't deliver it. Delay the booking or turn it down. This is part of being professional.
- Think about membership schemes: they can be costly to maintain in staff time; what do we provide for members to make it worthwhile for them?; reduce price of training packages for members (eg. £200 day rate to work in school, or £300 for non-members); have members-only pages on the website
- Admin jobs within the DEC – the use of interns can support core admin work and there can be DaVinci funding for interns

## Replicating success across the network

*Each is explored in detail in the following pages*

1. **A national programme** of events for teachers that can be led by one or more DECs and attended by others
2. **An information bank of activities and services** being delivered, that is held by the consortium and helps DECs find where expertise already lies. This could be an annually updated list of services offered (whether these are paid by project funded or by users). We might also want to see what others are delivering and are exploring for the future. However, we might not always want to 'give away' all our products and services if they are good earners for ourselves. An element of competition is bound to arise.
3. **Buy-in expertise from each other**, and remember that expertise might also lie in our own management committee members. This could be supported by a national CPD programme of events for DECs
4. **Communicating what we can offer** more effectively (marketing and profile)
5. **Quality assurance** of services on offer
6. **National focus** for local work

## 1. A national programme of events for teachers

DECs can do more in terms of selling Continuing Professional Development and in-service training courses to schools, and the consortium provides an opportunity for us to build a services portfolio by sharing specific CPD courses with one another.

Courses on offer by DECs might include open events which are advertised widely and bookings taken from individuals, closed events that are commissioned for example by the whole staff of one school, and events offered and administered by an outside body for example the local authority, with the DEC bought in as the trainer. A standard charging structure might be £600 per day as a fee for a closed course, and around £100 per head for an open course. Some important issues to bear in mind:

- Just because we are a DEC doesn't mean we can offer a good CPD course
- Training is a skill and not everyone is a skilled trainer - good classroom practitioners are not necessarily good trainers
- Be careful about 'Off the Shelf' courses because all they should be constantly adjusted to reflect self-assessment, evaluation feedback, new ideas, curriculum links, etc. A good course plan is never finished

**A programme of events in spring / summer 2009:**

We selected seven events which will be organised by the consortium, as follows. These are to be offered (and charged) as open courses to schools and other education bodies, with free (travel paid) places to DECs who can observe the course and take it away to run in their own locality.

**To book as a DEC delegate** to any of these events (free with some money available for travel expenses) please contact

Claire Ward at Cumbria DEC tel: 015394 30231; [claire@cdec.org.uk](mailto:claire@cdec.org.uk)

**Teacher participation** in these events will be organised by the host DEC with support from Cumbria DEC, with a charge to each delegate

**Running a successful Global Citizenship conference for secondary students**

led by Sandy Betlem, NEAD

Venue and date: tbc

this one is under discussion

*We may not have permission from the Science Learning Centre to share the proposed science course*

**Another Spanner in the Works:**

*challenging prejudice and racism in mainly white schools*

led by Eleanor Knowles, Cumbria DEC

Friday 19th June at Manchester YHA,

**Measuring attitudinal change in Global Citizenship:**

*based on the toolkit "How Do We Know Its Working?"*

Led by Liz Allum, RISC

Thursday 7th May at RISC, Reading

**Global Perspectives and Community cohesion in the Early Years**

led by Alex Kosogorin, MUNDI

Date tbc. In York

**Trees Mean Life—Forest Schools and Global Citizenship**

*Exploring the links between trees and basic rights to survival, development and protection, and the links between sustainability and interdependence*

Led by Jeni Morrison, PEDEC, Powys

Monday 27<sup>th</sup> April at Hanson Centre, Milton Keynes.

**Making the most of the secondary curriculum: the global dimension**

Led by Alison Huntley, Leeds DEC

Date and venue tbc

## 2&3. Information bank— on offer by DECs

Conference participants put forward their 'offer' of CPD events. Seven were chosen (see previous page). The others are listed, and this list will be developed by the consortium during 2009.

**Millennium Development Goals** training day with materials for Y6, 7, 8 and upper KS4, offered by Ruth Davies (Global Link, Lancaster)

**Globetrotters:** running an after-school club at KS1/2, using a handbook with tried and tested activities. Each week the club visits a country and looks at an issue, such as climate change, and then how it relates to the UK. Offered by Charlotte Tagart (WEDG)

**A guide to writing creative funding applications,** offered by Pete Davis (Oxfam) and Anne Strachan (DEP)

**Working with external agencies,** offered by Sandy Betlem (NEAD)

**Growing Up Global,** Interactive early years activities based on the best selling resource handbook, offered by RISC

**Thinking of Linking:** Step-by-step to a school link – a tried and tested CPD course for teachers with supporting coursebook, offered by Gina Mullarkey (Cumbria DEC)

**Promoting Race Equality** in primary schools: practical, interactive and informative workshop on how to promote an anti-bias approach in primary schools, offered by Jen Simpson (Cheshire DEC)

**Changing the Climate** of the curriculum: A course on cross-curricular approaches to understanding of, and working with, climate change, proposed as an idea for development by Harambee Centre and Manchester DEP

**Global Citizenship for students with special educational needs,** offered by Ruth Davies (Global Link, Lancaster)

**Dolls Defying Discrimination:** Using persona dolls with nursery and pre-school practitioners, offered by Charlotte Tagart (WEDG) and Ruth Davies (Global Link)

**Working with Secondary Schools Councils:** participatory ways to deliver issues around the global dimension, proposed as an idea for development by Pablo Guidi (Liverpool World Centre)

**Community Cohesion and the Global Dimension,** offered by Davina Allen (Bridges, Shropshire) but Davina is going on maternity leave in 2009

**Get Global:** Introduction to global education and how to incorporate in schools through global focus weeks and MDGs, offered by Jen Simpson (Cheshire DEC)

**Putting the Global into Sustainability:** a practical course with activities in and outside the classroom and a supporting CD-Rom, offered by Liz Roodhouse (Craven DEC)

**Philosophy for Children (P4C):** A one-day course that leads into Level 1 training, offered by Gina Mullarkey (Cumbria DEC)

**Refugee Simulation:** for KS3 but could be adapted for younger pupils, offered by Ruth Davies (Global Link)

**Primary – Secondary School transition:** Global Citizenship as a vehicle; peer education as a methodology, proposed as an idea for development by A.N.Other

**Spice up the Curriculum:** global dimension in the curriculum for newly qualified teachers (NQTs) and teachers new to global dimension, based on methodology, tools and curriculum links. Offered by ...

## 4. Communicating what we offer more effectively

We agreed that the consortium should develop the profile of DECs at national level, with the following ideas for development:

- Articles and publicity for DECs in general in the national press and specialist magazines
- An event calendar through the year, that 'joins up' what is on offer locally through individual DECs, with some national-level events offered by the consortium
- A unique selling point: that we offer professional global education service and that global education is good education. "Education for a fair and sustainable world"
- A conference on the global dimension with lots of teachers and lots of workshops—this is something that could be offered nationally to raise our profile as a consortium

### National Profile

Needs a hook

Confidence in us by national partners

Marketing (shared school mailing / press items / TES adverts)

Shared strapline as a 'brand'



## 5. Quality Assurance for DECs

### Why is quality assurance important?

The right quality assurance will assure a standard across the network so that schools know what to expect

- It is fundamental to service delivery
- We need to be able to promote ourselves nationally with confidence

We want schools to recommend our services to others. This is about our reputations – it does matter how we are perceived. Our users (schools) are asked to ensure they deliver quality and so should we. It is about setting, raising and promoting standards.

Presentation, facilitation, training and classroom delivery are skills—not everyone has them and they need constant refreshing. Poor delivery leads to a poor reputation of DECs.

### How can we best move forwards?

Quality assurance is only as good as the learning / change that results.

- The consortium can set up a system of peer review between DECs

This relates to DECs work at all levels (CPD, classroom, marketing, etc). It is not a badging scheme related to employment practice (eg. Investors in People') but is about service provision and delivery.

- We need to choose mentors with care—this is a high level skill too
- Taking part in peer review could be a requirement for the consortium

This is a process based on learning and improving practice.

Ideas for DECs include:

- self evaluation framework, similar to the school SEFs with long and short-term indicators
- a link to existing bodies, eg. the National College of School Leadership
- Building on the useful assessment criteria currently being developed for outdoor centres
- Developing a CPD programme for DECs specifically on assessment and quality assurance, once we have established the framework
- Deciding 'what is a good or a bad DEC' is not about 'specific services or facilities being offered (a ticking box approach) but about the way these services are provided



## 6. National focus for local work

We must have something to put into the consortium, not just expect to get something out of it



### Focus for the Consortium

A hook for national profile raising

Global schools (can be all encompassing)

Focused on teaching and learning

Information bank – expertise of DECs

### Focus for the Consortium

A route for engagement in national initiatives (DGSP etc)

Get 'tender ready' for contracting

Complement the DEA

Build their confidence in u



### Global Schools

The most obvious common thread, in terms of local support and delivery, is that DECs can support schools in embedding a global dimension within and across their curriculum.

The 'global schools' focus can include support in particular key stages, subjects and types of work, and can also include a whole school approach. This is our 'unique selling point' .

## Creativity and Innovation

Led by Anne Strachan, Manchester DEP

Creativity and Innovation is essential to generating ideas, and it is never finished. We must keep developing new ideas to ensure our audience remains engaged, and to renew our ways of reaching them and linking with their needs.

**Creativity:** purely generating new ideas

**Innovation:** implementing new ideas

Creativity is individual whilst innovation is group work.

### Generating ideas and 'related worlds'

DECs reliance on grant income means we have low control over future planning. We have to develop sustainable funding strategies. We mustn't have all our eggs in one basket. We need to give ourselves space for creative thinking. This process begins by generating as many new ideas as we can, without making a judgement about the ideas.

Never assume you are the only person to have faced an issue like the one you are facing. DECs can learn from the experience of other settings and not just from other DECs. *Related worlds* is a technique that allows you to harness the experience of others in a creative way. For example, the roll-on deodorant was invented by stealing the principles from ball-point pens. There are some key ideas here:

- importance of 'freshness'
- visit other businesses

- talk to people **not** in your field
- look in other disciplines outside of business, eg nature

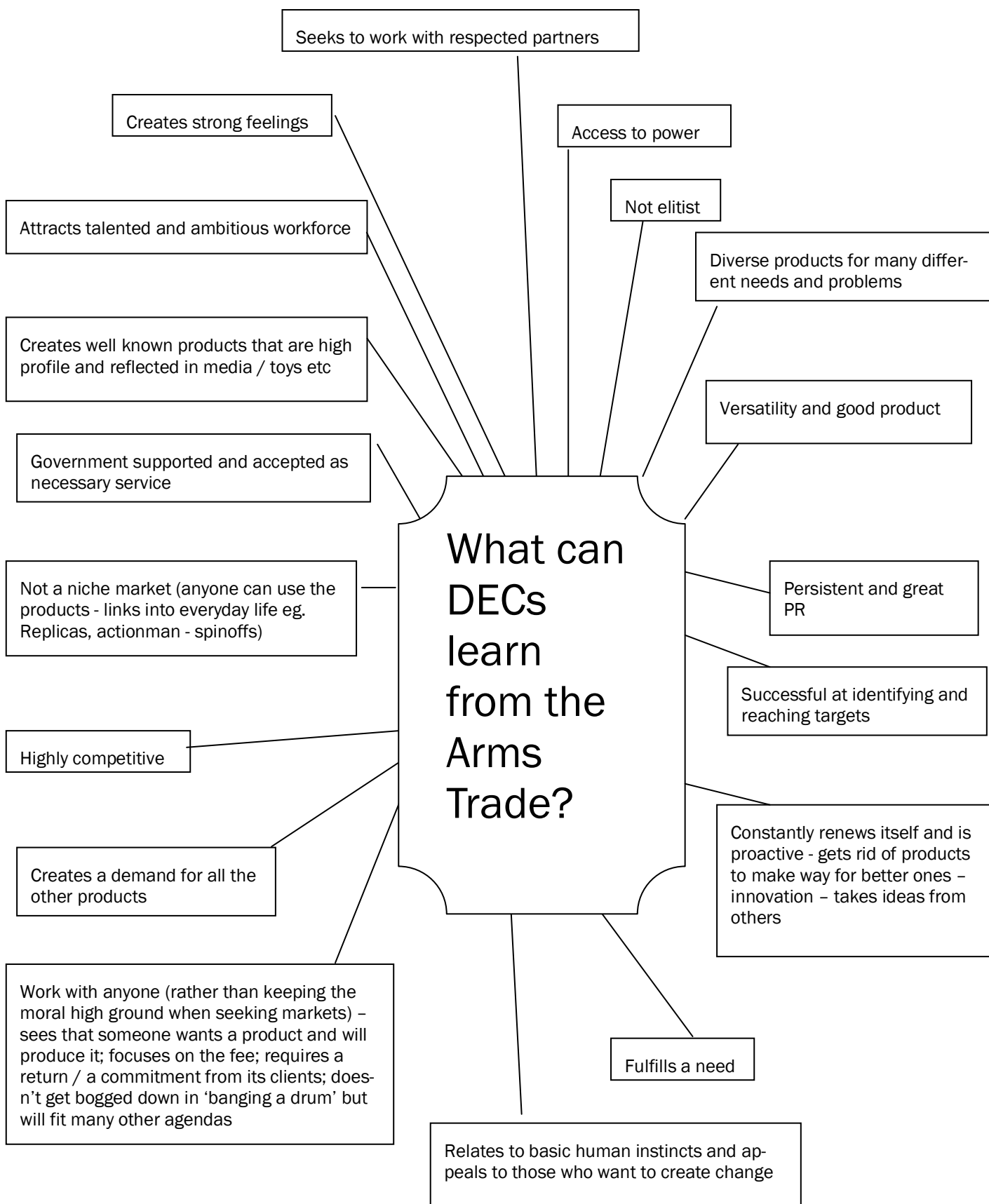
Creativity relies on turning assumptions on their head and breaking out of "accepted methods of operating".

We identified characteristics of a contrasting field (the arms industry) to see how much we can learn from other successful business models. This activity led to the ideas on the next page, all of which could be useful to DECs.

### Ranking ideas

It isn't enough to think of ideas—we have to act on the best ones, and there are some key questions to help us decide which to select:

- What's the **benefit** for our clients?
- What don't they like about us? This is **reverse thinking** – not what we offer but what we don't.
- What assumptions do we make about our services, the customer, the market, potential funders/partners? Are we working to false **assumptions**, outdated ideas – what do we know about the people we are trying to reach?
- What **trends** are out there? Future trends to work with are decisive, irreversible, have a clear trajectory. We have to work to the logical conclusion of the trend and decide: what would that look like, what would they need, what changes should we make now to be there?



*“Ideas without execution are a hobby”*

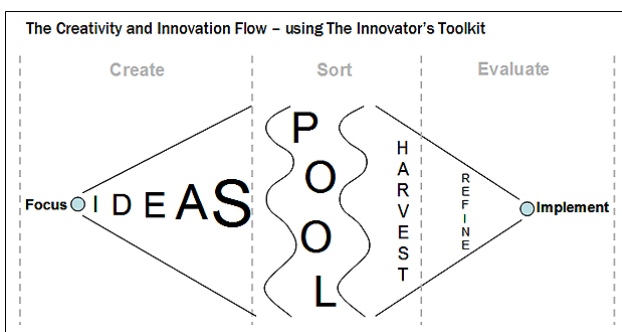
A huge number of ideas needed for every successful new idea. According to Phil McKinney in **Successful innovation**

- 110 concepts (well defined and understood) - ten per month
- 11 qualified ideas from the 110 concepts - one per month
- Product development on 3 to 4 of the qualified ideas - one per quarter
- Launch 1 to 2 products from the ones that went through product development - one per six months
- One successful product per year

This translates directly to DECs....

### How would this translate to a DEC?

- Lots of creative ideas are written down or drafted into concept notes
- A small number are developed ready to roll (1 per month)
- 3-4 become funding applications or new services– twice a year
- 1-2 might be funded or successful



<http://www.holstgroup.co.uk/>

### Choosing ideas to develop

Successful innovation is 99% perspiration 1% inspiration. This is how we should **NOT choose them** (at this stage):

- by the easiest / cheapest / least frightening
- the ones that are most popular / managers like them
- by the content – that comes later and is another issue
- by the funding / tendering immediacy – there is time for that

Instead, consider the following:

1. Will this idea change / improve your target customer's experience / expectation?

- How does it improve the experience / expectation?
- Will your customer value the improvement?
- How could you measure this improvement?

2. Will this idea change the way your DEC is viewed?

- How does this idea re-position the DEC?
- Will it beat the competition?
- How do you know?

Score 0-5 for each question. For ideas that had a score of 4 or 5 now ask ..

3. Do you have a contribution to make?

- Why you?
- Is this aligned with your core expertise and capabilities?

4. Is it cost effective?

- Can you obtain full cost recovery?

Score 0-5 for each question

**Developing a 'pitch'**

Define the problem

Define the solution

Define the business model

What is the underlying magic

Outline marketing and sales

What is the competition

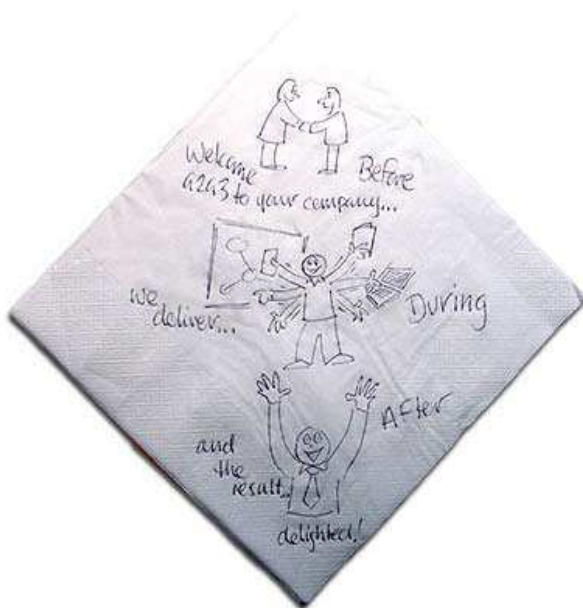
Who is going to work it up

Projections and timescales

Developing a 'pitch' helps you work up your ideas. You need to do your homework, not make guesses and speculation. Service development can be riskier than funding so we need to put the time in.

A pitch can be developed at 3 levels

- The five second – the hook – what it is
- The five minute – the why and how
- The 30 minute – detail and results



*From the Outdoor Classroom session at the conference, one of CDEC's specialist CPD services*

## Other useful information

During the conference, delegates had the chance to experience a short training session each led by a DEC. These were a sample of the services already on offer to schools, by DECs, and started the process of sharing and replicating success across the network. Information is provided as follows:

### Global Perspectives in the Early Years

#### DEC Conference 2008

Alex Kosogorin, MUNDI Nottingham  
Chrissie Dell, CGE York

### Global Perspectives in the Early Years

- **Introductory activity – children’s quotes**
- **Brief background to MUNDI’s Early Years work in Nottinghamshire – both CPD training and project work**
- **Presentation of project work from one school in Newark with activities**
- **Short video clip filmed by a 4 year old ‘interviewing my gran’**
- **Reflection – project coordinator and external evaluator**
- **Exploring local to global perspectives within the EYFS**
- **Plenary – open discussion**

### Young children’s quotes and actions

- **‘He built a lego tower and then flew a toy aeroplane into it, again and again’**  
An Early Years practitioner discussing a 2 year old boy’s reaction to the attack on the twin towers 11/9/2001.
- **‘That’s silly! The driver can’t be a lady!’**  
A three-year-old girl’s comment when boarding a bus driven by a woman\*
- **‘I’m going to write them a nice letter so that they can be happy again.’**  
A five-year-old’s response to the news of an earthquake in Gujarat\*
- **‘I couldn’t sleep last night I thought we would be bombed.’**  
A four-year-old’s comment after bombing started in the Gulf war.

\* Quotes taken from ‘Learning Together: Global Education 4 – 7’ by Susan Fountain, Stanley Thornes, 1990.

### Development of Early Years work in Nottinghamshire – CPD and project

- 2003 – 2004 meetings with Early Years Training manager Nottinghamshire Children & Young People’s Services (Notts C&YPS) and Early Years Manager Nottingham City Children’s Services
- 2004 – begin delivering two full day courses to EY Practitioners from Notts maintained Primary Schools and Private, Voluntary and Independent Settings (PVI) – ‘Global Perspectives for Early Years’ and ‘Creating and sustaining anti-discriminatory Early Learning Environments for Early Years’
- 2006 – begin delivering 2 hour course ‘Using artefacts and images to challenge stereotypes in the Early Years’
- 2006 - unsuccessful project application to Oxfam Tier 1 – no further contact with Early Years Manager Nottingham City Children’s Services
- 2006 – successful project application to DfID DAF

### Development of Early Years work in Nottinghamshire – CPD and project

- 2007 – begin three year DAF project ‘Me, My Community and My World’ – working with 30 settings from Notts Primary Schools, PVI Settings and Sure Start Children’s Centres
- 2007 – begin working in partnership with Chrissie Dell, CGE as project external evaluator/critical friend
- 2008 – meeting with Early Years Manager, Advisory and Inspection Service Notts C&YPS
- 2008 – deliver training to Foundation staff from all Nottinghamshire primary schools based around the Foundation Stage profile that states by the end of the Foundation Stage all children should ‘begin to know about own culture and beliefs and those of other people’
- 2008 – recommend Oxfam/DEC EY resources to promote global perspectives in the Early Years to project settings

### All of MUNDI’s Early Years work has been based and promoted around the following Foundation Stage Profiles in the new EYFS

#### *Personal, Social and Emotional Development (PSED)* *Social Development strand*

- Point 6: Has a developing respect for own culture and beliefs and those of other people.

#### *Emotional Development strand*

- Point 7: Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.

#### *Knowledge and Understanding*

- Point 6: Finds out about past and present events in own life, and in those of family members and other people s/he knows.
- Point 6: Begins to know about own culture and beliefs and those of other people.

### Project practitioners answers to the question ‘What do you personally hope to gain from your involvement in this project?’

- Extra knowledge about the children and ourselves and our communities, to be able to involve parents more within the setting
- A greater understanding of how to deliver education about the world around us; greater insight into children
- A closer working relationship with families who attend the group. A better understanding of how to open up the wider community/the world to pre-school children
- To gain a greater knowledge of the community as am not form the area. I am also very interested in how cultures can be different locally
- To become more aware on a regular basis of different cultures and to use that within the curriculum.
- A greater understanding of how to teach young children about other people’s cultures in a fun and exciting way, develop my own knowledge of other cultures
- To gain understanding of how to develop children’s understanding of themselves and the wide world through using artefacts and real life situations and experiences
- To broaden my horizon and develop along with the children my knowledge of other people’s cultures and beliefs

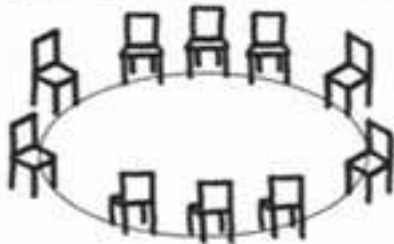
## Making the Most of the Secondary Curriculum

A session led by Leeds DEC included a powerpoint presentation and examples of work done by secondary schools on the global dimension, as a result of working with Leeds DEC at whole school level. *These are available on request from CDEC.*



## Open Space

The open space sessions gave time for discussion amongst delegates. These were informal and not recorded as part of the formal conference outcomes. A note is made here of the topics of open space, and key contacts where relevant.



- Early Years
- The Self-Evaluation Form for global dimension (Liz Allum, RISC)
- Community development and informal education
- The DfID major grants programme (Sandy Betlem, NEAD)
- Evaluating DEC projects (Jen Simpson, Cheshire)
- Membership and volunteers (Ian Croxford, GLADE)
- DEA and DECs collaboration (Hetan Shah, DEA)
- The Southeast DEC Network (Rosemary Clarke, Milton Keynes)

## DfID Global School Partnerships

To what extent might there be a consortium role in delivering support to schools within the DGSP programme? Ruth Najda introduced the planned future DGSP programme and we put forward the following as possibilities

- Link with one DGSP team member per region, and a named DEC contact / group of DECs per region
- A fixed contract per region for DECs to support school partnerships, develop specialisms, curriculum, etc
- Increase the UK and Southern facilitators group and hold a facilitator validation event
- More connection between the UK and Southern facilitators

## Self-evaluation Form

Liz Allum introduced the draft self-evaluation form for schools to evaluate their progress in embedding the global dimension. This is being developed by RISC and Leeds DEC with Oxfam. Liz is continuing to develop this and continues to seek feedback from DECs who are experienced in supporting schools at whole-school level.

## Delegate list

Alison Richards & Ruth Malleson, Aylesbury DEC

Davina Allen & Sylvia Ruxton, BRIDGES, Shropshire

Ruth England, Brighton Peace & Environment Centre

Jen Simpson, Cheshire DEC

Chrissie Dell, CGE, York

Liz Roodhouse, Craven DEC

Claire Ward, Eleanor Knowles & Gina Mullarkey, Cumbria DEC

Hetan Shah, Carole Milner & Roger Clarke, DEA

Rob Unwin, DEC South Yorks

Phillip Stock, DEED, Dorset

Carol Batchelor, DEEL, Essex

Ghee Bowman & Sue Errington, Devon Development Education Centre

Rosemary Clarke, Jane Bidgood & Kathy Mansfield, Global Education Milton Keynes

Serena Mansfield & Ruth Davies, Global Link, Lancaster

Ian Croxford, GLADE, Somerset

Flick Dunkley, Hants DEC

Clayton Lavallin, Harambee Centre, Cambridge

Margaret Burr & Mandy Curtis, HEC Tower Hamlets

Alison Huntley & Adam Ranson, Leeds DEC

Pablo Guidi, Liverpool One World Centre

Anne Strachan & Claire Cowell, Manchester DEP

Alex Kosogorin, MUNDI, Nottingham

Kaja Holloway & Sandy Betlam, NEAD, Norfolk

John McLaverty, Richard Baker, Peter Davis & Gillian Temple, Oxfam

Jeni Morrison & Sarah Jennings, PEDEC, Powys

Liz Allum, RISC, Reading

Kathryn Hull & Naomi Priestley, Teeside OWC

Liz Lee & Charlotte Tagart, WEDG

Harm Jan Fricke, Education Consultant

Erin Percival, Camfed International

## What's happening next

Cumbria DEC is leading the work of the national DECs consortium in 2008-09, and is in discussion with Oxfam about a focus for the second year of this programme. Once finalised, this plan will be circulated to all DECs. It will include plans to develop the major areas identified by the consortium, and as outlined in this document:

1. **Ensuring a national programme** of events for teachers takes place, to share expertise within the network
2. **Developing an information bank of activities and services** being delivered, so that we can find where expertise already lies
3. **Communicating what we can offer**—raising our profile
4. **Supporting a process of quality assurance** of services on offer
5. **Developing a national focus** for local work