



The newsletter of the Development Education Research Centre

Development Education

UPDATE

Issue 6 February 2013

## Development Education and Global Learning Opportunities for Every School in England

Development Education within schools in England is to be promoted during the coming five years through a new programme funded by DFID. This major programme is managed by Pearson Education in partnership with Geographical Association, Oxfam, Royal Geographical Society, Specialist Schools and Academies Trust, Think Global and the Institute of Education. The Development Education Research Centre is leading on this programme within the Institute and is specifically responsible for the professional development, research and evaluation components.

A target for this programme is that 50% of all primary and secondary schools will in some form receive the benefits of this new initiative. Funding will be available to schools to develop quality development education with the support of a range of professional development opportunities. A significant number of these schools will be able to apply to be Centres of Expertise in development education.

The programme is focused on key stages 2 and 3. Development education in the programme is seen as:

- knowledge of developing countries, their economies, histories and human geography;

- knowledge of the basic elements of globalization
- knowledge of the different ways to achieve global poverty reduction and the arguments around the merits of these different approaches.

Douglas Bourn, Director of the Development Education Research Centre has stated:

*'This five year programme provides probably the biggest ever opportunity there has been in England to embed development education within the school classroom. The focus of the programme is on improving the quality of teaching and learning within schools and to demonstrate the contribution of learning about global and development issues to broader educational goals with the school'*

Within the programme are a number of posts that have just been advertised (for further details go to page 6)

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## Future Strategy for the Centre

With the securing of new funding through the Global Learning programme, the Research Centre is now in a strong and stable position for the next five years. It is able to retain its core research staff and to build on its expertise not only in research and evaluation, but also professional development.

Alongside the contributed success and growth of its masters programme in development education and an ever growing student research community, the Centre now feels confident to be able to look at expanding its research and consultancy activities by involving a greater range of academics and researchers within the Institute.

In 2012, the Centre's existing funding from DFID for its core research programme and its through projects came to an end. The outcomes of these projects can already be seen through a range of research reports and other publications, with more still to follow in 2013.

In 2012, the Centre secured a major new contract with the British Council to deliver the training of the trainers aspects of the new

Connecting Classrooms programme. This has already resulted in a very successful training event in High Wycombe in November 2012.

Two major research and evaluation consultancy projects are due to end in 2013 for the Centre. The first is the final evaluation of the Link Community Development's Partners in Development project. The main output of this will be a report entitled School Linking-Where Next which builds on the successful joint conference held at the Institute in November 2012. The second is the final evaluation report for Asian Foundation for Philanthropy's Gyaan Yatra project.

The Centre is planning also in 2013 to begin a major publications of books and reports that can not only build on existing work but can also contribute to the new five year DFID funded project.

**Douglas Bourn**

Director of Development Education Research Centre

## Internationalisation at the Institute of Education

The Research Centre has been making a major contribution to the Institute of Education's internationalization strategy which puts 'education as a global profession' as one of its key themes. Central to this strategy is identifying ways in which all Institute courses can be more inclusive and reflect the diverse needs of its students,

promote more global perspectives and ensure a range of voices are recognised within the teaching and learning provided.

A website to support this initiative is now available at: <http://intercurr.ioe.ac.uk>

## The Global Dimension: A Practical Handbook for Teacher Educators

### *The Global Dimension: A Practical Handbook for Teacher Educators*



Hannah McGough and Frances Hunt  
2012

Development Education Research Centre  
[www.ioe.ac.uk/derc](http://www.ioe.ac.uk/derc)



This handbook occupies a unique place in the literature and resources currently in existence. It is intended to support teacher educators who are interested in embedding the global dimension within their PGCE courses. Currently, there are handbooks for stand-alone global dimension courses, but none for those taking a subject-based approach. It provides the practitioner with contextual information about the global dimension as well as very practical and useful resources which will support the PGCE tutor. The subject specialist will be able to find guidance related to their subjects which result from actual data collection and implementation in courses at the IOE.

I have no doubt this will prove invaluable for practitioners as we become increasingly more globally aware in our ITE teaching.

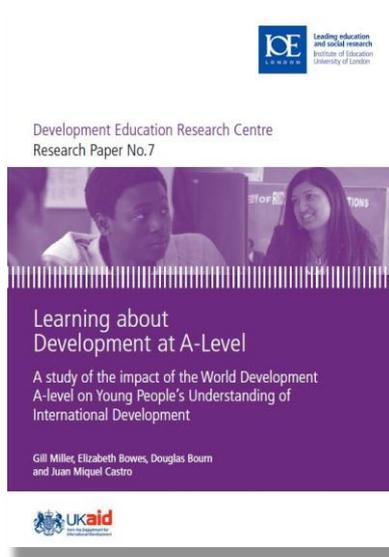
**Mary Stiasny**, Pro-Director: Learning and International

Please contact Fran Hunt if you would like any further information [F.Hunt@ioe.ac.uk](mailto:F.Hunt@ioe.ac.uk)

The handbook is available [here](#)

## DERC Publications

# DERC Research Paper No. 7: Learning about Development at A-Level



**Miller, G., Bowes, E., Bourn, D. and Castro, J. M.**

The Development Education Research Centre at the Institute of Education is pleased to announce the publication of its latest research report on the topic of Learning About Development at A level which is an in-depth analysis of the World Development A Level which is becoming increasingly popular around the country.

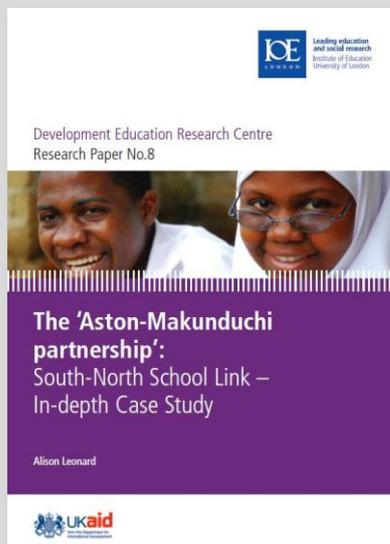
This research report has been written jointly by Gill Millar from University of Chester, Elizabeth Bowes from Norfolk Education and Action for Development (NEAD), Douglas Bourn from the Research Centre and Juan Miquel Castro, a research student from University of Oulu in Finland.

Young people's interest in development issues has been the focus of numerous studies but there has been little research that looks at the impact of learning of a specific educational course. This research paper looks at the impact of studying A-level World Development on young people in England and Wales. It summarises the outcomes of research by Bowes in 2011 and a further survey in 2012 with students who have completed the course. This study looks specifically at the relevance, effectiveness and impact of the course on students. The evidence suggests that the A-level is popular and seen as relevant to young people's lives and views about the world. Both teachers and students state that the themes discussed are up-to-date and accessible to study. In terms of effectiveness of the course overall, there is evidence of understanding of the key issues in development, although the priorities given to particular themes varied from school and college.

Further enquiries about the report should be made to [d.bourn@ioe.ac.uk](mailto:d.bourn@ioe.ac.uk)

The paper is available [here](#)

## DERC Research Paper No. 8: The 'Aston-Makunduchi partnership': South-North School Link – In-depth Case Study



**Leonard, A.**

School linking has become an important feature of the educational landscape in the UK. Its value and contribution to building support for development, to improving the quality of teaching and learning and inter-cultural understanding has been the subject of numerous publications. While this research now exists, there has been none focused solely on how a Southern school is affected.

The author Alison Leonard is a part-time geography teacher, university lecturer and doctoral research student at DERC.

The report looks in depth at how Makunduchi Secondary School, Zanzibar, Tanzania, has experienced the process of South/North Educational Linking. It explores how the school and its local community are affected.

It demonstrates how intercultural education, locating learning within 'real world' examples and using critical thinking skills pedagogy can accrue in a link. It looks specifically at how assistance, aid and action may be apposite, highlighting tensions when schools take on development initiatives.

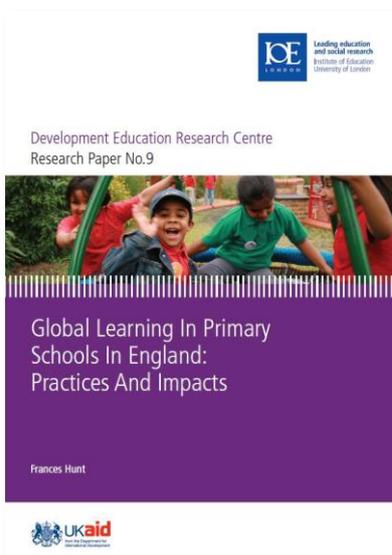
The evidence suggests that in this partnership the school in Zanzibar has adopted educational priorities other than global learning and citizenship outcomes.

The study uses qualitative data collection methods, and includes analysis of interview responses from teaching staff, school students and education officials. A major implication of this research is that adults need reflective space in which to develop relationships with their partner/s.

Please contact Alison Leonard if you would like any further information [Alison.Leonard@westminster.org.uk](mailto:Alison.Leonard@westminster.org.uk)

The paper is available [here](#)

## DERC Research Paper No. 9: Global Learning in Primary Schools in England: Practices and Impacts



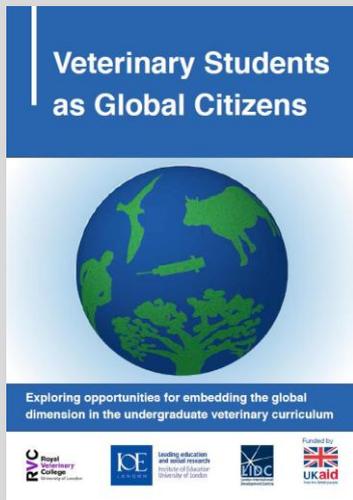
**Hunt, F.**

A new research report from the Development Education Research Centre. The report focuses on the nature and impact on pupils of global learning in primary schools in England. It looks at what global learning is, how it is practiced and factors encouraging and limiting global learning. It also explores how global learning can impact on children's learning and development - and what activities and initiatives are perceived to have more impact. The study combines quantitative and qualitative data collection methods, and includes analysis of over 200 responses to an online questionnaire completed by school staff. The conclusion calls for a rethinking of the concept of global learning specifically for primary schools.

Please contact Fran Hunt if you would like any further information [F.Hunt@ioe.ac.uk](mailto:F.Hunt@ioe.ac.uk)

The paper is available [here](#)

## Veterinary Students as Global Citizens



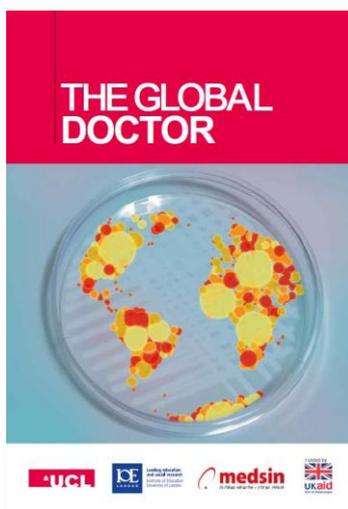
The Development Education Research Centre, in partnership with the Royal Veterinary College and the London International Development Centre, has just launched a new publication that explores the benefits and challenges of incorporating global perspectives in undergraduate veterinary education.

*Veterinary Students as Global Citizens* highlights the increasingly important role that veterinary medicine has to play in addressing the global challenges of the 21st century, particularly in working towards worldwide disease control and food security. This contribution will be vital in the face of pressures resulting from a rapidly expanding, increasingly mobile human population and climate change. Globalisation will, conversely, also see world affairs impacting upon veterinary practice in the United Kingdom as never before. The report reflects on the work of the DERC's Students as Global Citizens project (<http://www.ioe.ac.uk/research/33594.html>), which included surveys and interviews with staff and students, as well as the piloting of a range of curriculum interventions and new teaching and learning activities. The project, funded by the UK Department for International Development (2009-2012), aimed to develop and evaluate methods to embed learning about global and development issues within degree courses on pharmacy, veterinary science, and human health.

For more information about the project or the publication, please contact Dr. Nicole Blum ([n.blum@ioe.ac.uk](mailto:n.blum@ioe.ac.uk)).

Veterinary Students as Global Citizens [website](#)

## The Global Doctor



The Development Education Research Centre, in partnership with UCL's Institute for Global Health, Medsin, the student movement for global health, and the London International Development Centre, has just launched a new publication that explores the benefits and challenges of incorporating global perspectives in undergraduate medical education.

*The Global Doctor* reveals the way health systems, professional practice and patients' lives are being shaped by global challenges such as infectious disease, demographic change and globalization. As a result, the report argues, all UK doctors need some training in global health. The publication was written by a team of academics and medical students, and is based on the work of the DERC's Students as Global Citizens project (<http://www.ioe.ac.uk/research/33594.html>). The project, funded by the UK Department for International Development (2009-2012), aimed to develop and evaluate methods to embed learning about global and development issues within degree courses on pharmacy, veterinary science, and human health.

The report shows how teaching health in its global context can help train the type of analytical and open-minded professionals needed to function in a rapidly changing health care environment. It argues that global health needs to be taught from a multi-disciplinary perspective, as health is determined by many factors beyond medicine and the health care system. The authors also show the wide range of careers available to medical students studying global health, which stretch across research, clinical practice, humanitarian work and the world of policy in both the UK and elsewhere.

For more information about the project or the publication, please contact Dr. Nicole Blum ([n.blum@ioe.ac.uk](mailto:n.blum@ioe.ac.uk)).

Global Doctor [website](#)

## Visiting Academic from Brazil

Silvia Elizabeth Moraes has an undergraduate degree in Languages (Federal University of Ceará, Brazil - UFC), an MA in Speech Communication (University of Illinois, USA), a PhD in Education (State University of Campinas, SP). She is now a professor at the Faculty of Education, UFC, where she teaches undergraduate and graduate courses in Pedagogy and Curriculum Theory. Her current research project at the IOE (2013-2014) is entitled Global citizenship (GC) as an inter/transdisciplinary theme in the undergraduate curriculum. Considering GC as a floating signifier the following issues will be approached:

- Which groups are filling the significant GC in Brazil and in the world?
- How and why such fulfillment has been happening?
- How can UFC fill that significant so that its students, taking a critical and active stand in the world, can contribute in developing a project for their country?
- How can science and the curriculum help in this task?

She can be contacted at: [silviamoraes@ufc.br](mailto:silviamoraes@ufc.br)

## Masters in Development Education

The masters programme in Development Education continues to grow in terms of numbers. The course is based around 4 modules:

- Principles and Practices in Development Education
- Development Education in the Era of Globalisation
- Training in Development Education
- North-South Educational Partnerships

plus a dissertation. Further details go to: [http://www.ioe.ac.uk/study/PMM9\\_DED9IM.html](http://www.ioe.ac.uk/study/PMM9_DED9IM.html)

## Global Learning Programme Posts

**Global Learning Project Manager**, based at Pearson in London

The Project Manager will be responsible for ensuring that all project requirements are delivered to time, to quality and to budget. [Click here for further details](#)

**Global Learning Project Schools Network Manager**, based at Pearson in London

The Schools Network Manager will be responsible for maximising school engagement and coordinating the input of the field-based National Leaders and Local Advisors. [Click here for further details](#)

**Global Learning Project Development Education National Leaders**, home-based

The three Development Education National Leaders will be responsible for leading the delivery of the Programme within their individual regions. [Click here for further details](#)

**Global Learning Project Development Education Local Advisors**, locally-based

Development Education Local Advisors will be responsible for leading the delivery of the Programme within their designated local areas. This is a part-time role which will equate annually to around three days per week. [Click here for further details](#)

### DERC TEAM:

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David Montemurro

Martin Khiet Pham

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The Research Centre was established at the Institute of Education, University of London in 2006 with funding from the Department for International Development. Its purpose is to act as the knowledge hub for research and learning about development education.

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