



Global Matters

Case studies of education for
a just and sustainable world



Promoting education for
a just and sustainable world



DEA promotes education that puts learning in a global context, fostering:

- critical and creative thinking
- self-awareness and open-mindedness towards difference
- understanding of global issues and power relationships
- optimism and action for a better world.

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Rt Hon Gordon Brown MP,
Prime Minister

We live in a global society and I believe it is important that young people, wherever they are in the world, have an understanding of how their actions and choices impact on the lives of others - not only in different countries but on different continents. From the food we buy to the way we get to work, our everyday decisions have consequences for the world around us and we need to understand those consequences if we are to build a fairer, more sustainable society.

Effective education about the issues that affect us all is crucial to achieving a greater awareness of the world we share - and these case studies by DEA showcase some of the fantastic work that is going on in schools and colleges up and down the country to build that awareness and to increase young people's understanding of the connections between their own lives and the lives of people in the poorest countries in the world.

I want to see the teaching of global issues given more weight in our schools and colleges - and already we have taken steps to make issues like globalisation, environmental sustainability and citizenship a core part of the curriculum. For it is only through education that we will foster citizens with the conviction to speak out against world poverty, that we will find the creativity we need to tackle climate change and that we will produce the next generation of social entrepreneurs.

Education gives young people the skills and the confidence to transform not just their own lives but the societies in which they live - building equality, opportunity and social justice. Only by sharing best practice in education can we equip our young people with the ability to be truly global citizens and I am proud that the Government, through the Department for International Development, is supporting DEA in its work to raise standards in the teaching of global issues.

Gordon Brown

DEA is proud to launch these case studies to celebrate our 15th anniversary in promoting education for a just and sustainable world.

Every one of us is profoundly interconnected with the wider world in all sorts of ways. Everyday choices and actions, such as buying food; disposing of packaging; travelling; choosing a bank account; and engaging in local politics, impact upon other people across the globe. As the Prime Minister says in his foreword, it is crucial that education enables people to understand the world around them and the ways in which their actions impact upon it.

DEA works to strengthen education policy and practice to put learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and
- optimism and action for a better world.

These pages celebrate just some of the exciting examples of global learning going on around the country in schools, youth work and communities. They show active and participatory approaches that engage learners and encourage critical thinking about a range of important topics, including global trade, environmental sustainability, race, child labour and refugees. They demonstrate the innovative work which is taking place throughout the country, often through the involvement of the voluntary sector. We hope they encourage other educators to reflect on their practice and seek support to develop global learning in their own settings.

We chose these case studies because, in different ways, they all exemplify the kind of education DEA is promoting and calling for. They recognise that in a fast-changing and complex world there are never single perspectives or definite answers around global issues. This is why we must give people the tools to keep thinking and questioning, and the confidence to work towards positive social change.

Our national network of member organisations and supporters share our conviction that the role of education today is crucial in shaping a better tomorrow. We hope you are inspired by the stories in this publication and that you will engage with and support DEA in promoting education for a more just and sustainable world.



Hetan Shah
Chief Executive, DEA

Teachers Are Doing It For Themselves

What happens when teachers work together to reflect on the educational needs of learners growing up in an increasingly globalised society?

Tide- Global Learning is a West Midlands based network of teachers and other educators which has been working for over 30 years.

What does Tide- want to achieve?

Tide- has a small centre, with resources, meeting room space and eight staff members. It is a charity, with trustees elected from its network. Two key ideas are at the core of the work of Tide-. First, that teachers support each other in thinking, questioning and learning about the role of education in building a positive future and sharing concerns about educational challenges in a global context. Secondly, that meeting the needs of learners in an increasingly globalised context is an issue for the education system itself – and that not to address this is to fail those learners.

Some of the long term aims of the network are:

- to help shape and establish a recognised entitlement for young people to global learning;
- that there should be opportunities for teachers to be involved in a network which engages their values and beliefs, stimulates professional creativity and promotes their own understanding of development;
- that there should be opportunities to enable young people and teachers to contribute to national debate about the curriculum ... and about global learning.

How did they set about doing this?

Over 30 years, Tide- has built up a strong network of teachers, headteachers and other educators. One of the main ways they have worked is to collaboratively create publications and teaching resources looking at the educational value and challenges of global dimensions and development perspectives. Publications range from *Citizenship and Muslim Perspectives* to *What do we mean by development?*

Perhaps the most significant thing about these publications is the way they are created – through the discussions of groups of teachers working together to share ideas and to respond to the challenges of exploring their own understandings of key issues. This process also helps thinking about ways to enable young people to engage in similar learning. This dynamic is at the core of how Tide- works, and is based on the belief that if we want to promote critical and creative global learners, teachers must also have the spaces to critically

and creatively engage with global issues.

How well have they achieved their aims?

Tide- has a strong credibility with teachers in the West Midlands and beyond, and has provided professional development and engagement opportunities for thousands of them. Evaluations suggest that these opportunities have a long term impact as those involved build the experience into their own work as a teacher, or as they take on greater responsibility.

Tide- has made some headway with young people's entitlement to global learning through changing teacher practice. They have also taken this aim forward through influencing policy, which links to another of their aims to create opportunities for young people and teachers to contribute to the national debate about curriculum. They have fed into thinking at policy level on a number of issues, including QCA thinking about the secondary curriculum. QCA's publication *The Global Dimension in Action* has taken up the notion of "global learning".

Tide- has been successful in challenging the idea that "global" is seen as if it is some other place. They put forward the notion that a key aspect of global learning is that "the global is here too" and that if we seek to build better understanding we need to appreciate the commonality of the human experience at a local scale here and elsewhere in the world.

What do they plan to do next?

The DFID Enabling Effective Support (EES) initiative has become central to Tide-'s current work. DFID's core aim is to establish the global agenda as a core element of educational practice and for it to be valued by schools in their own terms. This challenge to build capacity fits with Tide's view of the task.

Tide- is responding to the need to use its approaches with those in leadership roles and advisers as well as continuing to bring teacher groups together. Current projects include, for example: study visits for teachers taking lead curriculum roles to Kerala in India and The Gambia; a project on science and global learning, *Cities as a lens to the world* that seeks to generate new approaches to making complex global concepts more accessible; and the development of two key planning resources respectively focused on primary and secondary. Work on the educational implications of climate change also provides the focus for a number of projects.



“Put teachers together, give them a task and some space and they will fire on it. The same for kids.”

Ray Peacock, King Charles I School,
Kidderminster



Reflections:

- In order for pupils to develop critical and creative thinking, teachers must also have the space to develop and use theirs.
- The process of developing teaching resources for others is a valuable Continuing Professional Development activity in itself.
- The EES networks, supported by the Department for International Development (DFID), have developed differently in different regions, providing a range of innovative models of statutory and voluntary sector collaboration.



More information:

The Tide- website contains many resources, a list of publications and reflective articles by practitioners: www.tidegloballearning.net



Liverpool Schools in One World

How can school councils – students elected to represent the views of all pupils – get involved in global issues?

Liverpool World Centre (LWC) works with school councillors to increase their awareness and understanding of global interdependence and of the difference that they as individuals can make, for example by supporting and promoting fair trade, and looking beyond that to the implications of ethical consumerism.

What did LWC want to achieve?

The project aimed to promote the practice of non-tokenistic pupil voice in schools, to encourage schools to view school councils as more than just an 'add-on' to school life and ethos, and to raise young people's awareness of their roles as local and global citizens. By supporting school councillors to lead their own fair trade projects and ultimately to win 'Fairtrade School' status, it also aimed to empower pupils to share their learning and knowledge with their peers and to take specific action on fair trade in their schools.

How did they set about doing this?

Liverpool achieved Fairtrade City status in March 2004, and a number of schools expressed an interest in integrating fair trade into their curriculum, ethos and activities. LWC developed a good working relationship with Liverpool City Council in promoting the project in the borough's schools, with funding from DFID, Liverpool Schools Parliament and Christian Aid.

LWC delivered presentations to young members of the Liverpool Schools Parliament and the parliamentarians voted to support the project using funds from their annual budget. School councillors interested in getting involved were asked to invite Anne-Marie Smith from LWC to their next school council meeting. This gave them a proactive role, and the clear message that the leadership for this project in their school lay firmly in their hands.

LWC ran sessions with school councils using pictures and fair trade products to tell the story of the people behind the products. Key facts about fair trade were outlined, and notions of our power as consumers and our roles as local and global citizens explored. A central aim of all sessions was to equip pupils with the knowledge and confidence to raise awareness and to educate others in their schools, and to support them to develop an action plan for getting fair trade 'embedded' in their school community.

Workshops were also run for teachers about the role of pupil voice in the process of embedding a global dimension in school curricula. Teacher scepticism, for example, unwillingness to use only fair trade tea and coffee in the staffroom, was encountered in some schools but school councillors thought up different ways to counter this, equipping themselves with the knowledge to be able to persuade staff about the advantages of fair trade.

A pupil steering group was set up at the beginning of the project, meeting once a term. In 2007 they renamed themselves the 'global conscious young people's group' and designed and planned sessions on fair trade and climate change which they delivered to teachers and their peers at an event in July 2007.

How well did they achieve their aims?

Sessions have been run with 44 school councils, and another 20+ schools have developed fair trade in their schools following attendance at a LWC event, or via case studies from other fair trade schools in Liverpool. The majority of these were primary schools. Secondary schools have been harder to involve, with rigid timetables leaving a lack of creative space and staff being less receptive to the notion of participatory pupil voice. Whilst the project worked with all year groups, the most proactive pupils have been in years 5 and 6 in primary schools, and years 7 and 8 in secondary schools. The pupil leadership approach was seen as radical by some schools, but most responded positively as it meant that all the work did not fall to one committed teacher.

The impact of the project went beyond the classroom, as pupils took the message home. It also raised the profile of Liverpool as a Fairtrade City, with the activities in schools making a reality of that status. The project has been recognised as an innovative model of good practice and has been used to develop a fair trade school network in Cumbria. LWC were invited onto the Fairtrade Foundation's schools advisory board and helped develop the national scheme.

What do they plan to do next?

The project came to an end in March 2008 and the exit strategy focused on setting up clusters of flagship fair trade schools in Liverpool and offering peer mentoring training to school councillors. Schools that are new to fair trade can call upon a 'flagship' fair trade school in their area and receive guidance, knowledge and tips from school councillors.



“Wow, I had never thought of that obvious link between pupils' voice and fair trade and social justice issues.”

Leader of Cumbria Fair Trade network.

“It's all about not ripping off the farmers isn't it?”

Year 5 pupil, explaining fair trade



Reflections:

- School councils, when given space and run effectively, give pupils a voice and can be a good way for them to realise how they can make a difference, both as individuals and through joint action.
- As in this case, work around fair trade needs to be accompanied by broader education on global citizenship to support questioning and deepen understanding. This avoids the simplistic approaches to global trade inequalities which can result from a purely campaigning approach.
- Pupil leadership can be a valuable way of promoting a whole school approach to issues.



“ I feel that the project has taken on a life of its own over three years, illustrated in the way that our work with school councils has been a catalyst for wider global citizenship work in schools. ”

Anne-Marie Smith, project coordinator, LWC

“ We are bored of talking about school uniforms and the litter bins. ”

School Council member

More information:

- Liverpool World Centre website: www.liverpoolworldcentre.org.
- *Global Conscious Citizens – a Handbook for School Councillors* can be downloaded from LWC website.
- Fair Trade Schools project website: www.communitiesandfairtrade.org.



Global Youth Work Behind Bars

How do you engage some of the most excluded young people in the country with global issues?

Y Care International ran a series of global youth work workshops with groups of young women at HMP New Hall Young Offenders Institution (YOI), providing them with the opportunity to participate in their global Youth Justice in Action campaign (YJIA).

What did Y Care International want to achieve?

Y Care International works in partnership with young people worldwide through the YMCA movement to help them enrich their lives and to build a more just world, free from poverty. The aim of these workshops was to enable the young women involved to:

- explore overseas young people's experiences of youth justice and their solutions to related issues that affect them
- learn from each other: what experiences and problems do they and overseas young people have in common and how are these being tackled in different countries?
- explore the main experiences, problems and issues that affect young people in their home communities around youth justice, gangs, crime and the government's and communities' response and policies
- decide which issues young people, with the support of Y Care International, will campaign and advocate on, planning the main activities and structure of the campaign within institutional constraints.

How did they set about doing this?

The workshops were planned to take the young women through YJIA issues affecting young people overseas, particularly in Honduras, and how they themselves are personally affected in the UK and within the confines of New Hall. The workshops were structured around four 1-hour sessions each day, involving four groups of around half a dozen 17-year-old young women.

The first workshop set the scene with a viewing of *City of Men*, a story of teenagers living in a Brazilian favela (slum) with its background of gangsters and poverty. This was followed by a discussion of the similarities and differences in experience of the young people in the film with the workshop participants.

Workshops 2 and 3 looked at the issues of gangs and the experiences of young people in prison in Honduras, where the system is corrupted by gang violence and extrajudicial assassinations. The groups compared their experiences with those of young people in Honduras, and considered whether these were pressing issues for young people in New Hall. They worked in groups to come up with ideas for raising awareness amongst their peers.

The final workshop asked 'What Youth Justice issues matter to me?', and focussed on what action they could undertake within the institutional constraints of the YOI. Participants worked in groups to develop the ideas from previous sessions and plan a campaign .

How well have they achieved their aims?

This is a hugely difficult environment in which to deliver global youth work. There were constraints within the prison regime including young women being taken out of sessions, so at no stage were all the group in any of the sessions at any one time. There were also constraints around access to information and how the young women were allowed to respond. The young women had little experience of their voices being valued or listened to within the prison culture. However, some very good and interesting discussions were undertaken and Stuart Wroe, the workshop leader, found the young women invariably ready to participate and quick to make the crucial links between the global and the local, often related to their own personal experiences.

One activity which they all enjoyed doing was writing and receiving letters. In the final workshop, having recapped on the activities and learning of previous weeks and received an update of the deteriorating situation in Honduras, it was encouraging that in each group someone either verbalised the need to take action ('someone should do something about this'), and/or identified letter writing as an appropriate action. The letters were addressed to the young people involved in YMCA campaigning and advocacy actions in Honduras and were scrutinised by the prison authority in New Hall. When released these were forwarded straight away to Honduras to give support to the YMCA in its campaigning and advocacy actions.

What do they plan to do next?

These sessions informed an extended series of global youth work sessions with young men in HMP Wetherby YOI. Y Care International and YMCA England's Offender Services Unit are currently looking at developing and establishing a programme of global youth work in YOIs across England.

The young women at New Hall related the experiences of young people in Honduras with their own local/ personal experiences including:

- Stigmatisation of young people, eg: tattoos; hoodies; stop and search; ASBOs
- Maltreatment of young people, eg: torture; strip searches; restraint; lack of privacy, safety or respect; no police protection
- Lack or inappropriateness of education/employment opportunities
- Unfair judicial responses, eg: Article 332 Anti-Gang Law; sex laws
- Lack of facilities for young people, eg: gangs are the only place where they receive respect



Reflections:

- International NGOs have a role in making links between different countries in which they work and drawing out issues in an educational context.
- A key principle of global youth work is starting with the personal when exploring the world and making global connections. This project shows how this approach can generate solidarity and empathy rather than sympathy.
- The project also highlights the important lesson for young people that their issues and concerns are shared by young people the world over.



One thing I learnt today was...

‘that I am listened to’

‘someone’s name in Honduras’

‘it’s not all bad in New Hall’

‘[about] torture’

*‘we’ve got a good life in prison,
not like the other people’*

*‘how people are getting badly
treated in [Central] America’*

More information:

- Y Care International website: www.ycareinternational.org.
- Youth Justice in Action website: www.youthjusticeinaction.org.



Making ICT Real

Today's young people are 'digital natives', having grown up alongside computers, mobile phones and the internet. How can we capitalise on this to help them develop as global citizens?

'Communication', says Alex Savage, 'is literally at the heart of ICT [Information and Communication Technology]. However, many schools have yet to realise its true potential for bringing the real world into the classroom.'

What did Notre Dame High School want to achieve?

Alex Savage is an Advanced Skills Teacher at Notre Dame High School in Norwich. He believed that providing students with the opportunity to communicate with a real audience for a real purpose would provide greater motivation, improve results, challenge stereotypes and foster a sense of common humanity – as well as improving their ICT skills.

How did they set about doing this?

The school has some years' experience with various types of school linking and has found that short-term linking projects with a specific focus are easier to achieve than long-term, whole school linking and can be carried out without funding. For this project, Alex adapted a QCA Year 7 sample unit on creating a leaflet about your school to allow students to develop ideas that they really wanted to communicate, and invited link schools to join in. He asked his students to think about how they learn best and what makes a good teacher. They shared their ideas on a blog post, to which students from a link school in the USA also contributed.

The students were given digital cameras to take images of the school which they could use to illustrate their leaflets. These were uploaded onto a digital gallery, along with photographs from a link school in Malawi, and both sets were shared with the students from the USA. A selection of quotes about education were provided, along with information about the Millennium Development Goals and the universal right to education.

Using the ideas, information and photos they had gathered, the students created 4-page leaflets on: a right to education; what helps me to learn better; what makes a good teacher; and what I would like to learn. The best examples, selected through peer assessment by the students, were sent to a link school in France and the whole collection was sent to the USA school.

The project culminated in a flashmeeting video conference between a class in each of the UK and USA schools to discuss and compare school life and a recording of the conference was put

onto a blog post to be viewed by the other classes. The work was evaluated by student comments on the blog post and an online survey using SurveyAtSchool.

How well did they achieve their aims?

In the online survey, 78% of the students said that sharing their ideas on the blog helped them to write better ideas and 88% said that having a real audience gave their work a clearer sense of purpose. Middle ability students benefitted most, with a higher proportion than expected achieving Level 5.

Inviting students from the USA to contribute to the blog increased motivation to read the blog and challenged the Norwich students' stereotypical ideas about the US, drawing out common feelings about education between the two countries. Seeing and hearing students from another country through a video link had a major impact on the students, at no cost. Using free, open access platforms enabled information to be shared more widely, for example the USA and French schools have access to the pictures from the school in Malawi.

What do they plan to do next?

The school will continue to develop opportunities for short-term linking projects with a specific focus. This particular piece of coursework has been written into the timetable of the participating schools to be repeated over the next three years. Next year pupils from a school in India will be invited to add photographs to the digital gallery, so the range of images of education will build. Information from the blogs and leaflets about what helps students learn and what makes a good teacher will be passed on to the school's Teaching, Learning and Assessment group.

Organising a live link was complex and time consuming. Next time, UK students will send a recording of their questions in advance and ask link schools to record their responses. This will be easier to organise and may lead to higher quality responses, while retaining the benefit of seeing and hearing students from different countries.





Reflections:

- The Millennium Development Goals (MDGs) provide a useful starting point for debates about 'development'.
- Sharing images and ideas with schools in other countries and considering the MDGs and the universal right to education puts education in a global context and helps draw out common educational needs, interests and concerns.
- Links between schools are most effective when the starting point is shared educational outcomes rather than a focus on difference.

I LEARN BEST WHEN I



I learn best when the teacher breaks down work step by step to make it easier to comprehend.

I also learn best when we have class discussions, because it helps me to understand the task more clearly.



MY IDEAL TEACHER!



I like a teacher that will make the lesson fun and easy, but at the same time challenging students.

I also like a teacher who is calm and relaxed. So if the teacher is in a mood we won't get in a mood as well.



What I Would Like To Learn

I would like to learn about the people, culture, and history of a single country.

Personally, I would really enjoy taking a creative writing course, coupled with business management, as well as other things that would help me survive when I have graduated college.

On a more technical note, I would love to learn how to speak and read Japanese.



A right to learn

Give a person a fish and you feed them. For a day, teach a person to fish and you feed them for a lifetime.
Chinese Proverb



Education is the most powerful weapon you can use to change the world.
Nelson Mandela

Some children have to work to pay fees so therefore can't go to school.



2016

What I would like to learn

I would like to learn about the history of the world and the culture of different countries.



Development has a right to education!



A right to learn

Give a person a fish and you feed them. Teach a person to fish and you feed them for a lifetime.
Chinese Proverb



Education is the most powerful weapon you can use to change the world.
Nelson Mandela

Development has a right to education!

Development has a right to education!

Development has a right to education!

Development has a right to education!

Development has a right to education!



Leaflets the students created on the right to education

More information:

- Alex Savage's website: www.communitycy.org.
- Notre Dame High School website: www.ndhs.org.uk.
- Short-term linking projects: www.elanguages.org.
- Set up free blogs at: www.edublogs.org.
- Free online digital gallery: www.bubbleshare.com.
- Millennium Development Goals: www.un.org/millenniumgoals.

Opening Young Minds to Diversity

How do you encourage the very youngest pupils to take ownership of their own thinking and learning?

Armathwaite Community First School in Cumbria uses Philosophy for Children (P4C) to develop pupils' thinking, understanding, and ability to articulate what they think.

What did they want to achieve?

The school uses P4C as part of its whole school approach to improving critical, creative, caring and collaborative thinking, with the aim of developing children who are open minded and who take ownership of their thinking and learning. They hope to challenge pupil's perceptions, stereotypes and prejudices about other people and about global issues.

How did they set about doing this?

Jane Yates first ran P4C sessions in the school while working for Cumbria Development Education Centre (CDEC) as part of her P4C training programme. The staff rapidly saw the impact of this work in other lessons. They decided they would all train in the P4C methodology, in which children set the agenda and are given tools to help them think and learn from each other. The school embedded enquiry and child-initiated learning across the curriculum and now Jane is a member of the teaching staff and runs P4C sessions across the school.

All P4C sessions have a similar format, with the teacher providing a stimulus (such as a picture, story, news report or activity). The children then generate questions that the stimulus has raised for them and vote on which one they wish to discuss further, while the teacher acts as facilitator, opening out the discussion, challenging and asking questions. *'It's a rigorous process but it's so exciting'*, says Jane, *'You never know where the discussion is going to go.'*

For example, Reception and Year 1 pupils began with reading *Meet Zogg*, a CDEC publication about an alien who lives on a planet built of the Earth's rubbish. The book is full of global and sustainability issues, but the question the children were most intrigued by was 'Is it possible to live on rubbish?'. For the next session, Jane brought in pictures from around the world of people living on rubbish, such as a homeless person living in a cardboard box, a shanty town, and children making a living from 'recycling' from a rubbish tip. These images

amazed the children, being completely outside their experience, and in turn generated further questions like: 'Does everyone need money?' and 'Why do some people have no money?' which were also discussed.

How well did they achieve their aims?

Jane has found that P4C creates an atmosphere of questioning and respect which enables even young children to engage with images that help them to make sense of the world and understand stereotypes. Because the children are involved in their own learning and in directing the enquiry, they remember what has emerged from the sessions and transfer it to other situations. Jane has noticed the children becoming less 'set in their ways' and more open in other classroom activities and in real life. For example, when given photos of a selection of diverse children and asked who they would like to meet and play with, the pupils were very open-minded in their choices. They can also think more imaginatively and creatively, for example, they don't think there is only one way to solve a problem and are comfortable with generating a range of possible approaches.

What do they plan to do next?

The school are keen to build on the success of a recent CDEC project (Keeping Diversity on Track) which included joint P4C sessions with pupils from four other schools from rural and urban environments. Jane is now planning philosophy sessions for parents and past pupils with the aim of developing community learning which will hopefully lead to greater understanding of local and global issues.

The school has created a private Virtual Learning Environment with a database which facilitates the sharing and exchanging of skills and expertise between members as well as a forum which allows community members to post questions which receive responses from people of all ages and backgrounds. The principle is that everyone regardless of age or background has expertise which they can share to enhance the learning of others.



“Teachers are extremely skilled at using the responses of all groups of pupils and, as a result, pupils' self-esteem is high and they are not afraid to 'have a say'. Pupils' speaking skills are excellent and their responses are rapid.”

OFSTED report on Armathwaite School
(May 2007)



Reflections:

- Philosophy for Children (P4C) is extremely valuable in promoting open mindedness; critical and creative thinking and a capacity to discuss complex issues respectfully.
- Children learn by example. Democracy can only really be understood by pupils in schools where there is an inclusive environment and where everyone's voice is valued.
- Even very young children can engage with complex global issues and there are a range of Early Years materials available to support this.



More information:

- Armathwaite School website: www.armathwaite.cumbria.sch.uk.
- SAPERE website (P4C in the UK): www.sapere.net.
- Cumbria DEC: www.cdec.org.uk.



Students 4 Global Action

You can bring students together for 'global action' conferences, and they join together in writing inspiring action plans, but what happens then?

NEAD (Norfolk Education & Action for Development) organised a programme of student conferences, with pre- and post- conference support to help their 'action plans for a better world' come to fruition.

What did NEAD want to achieve?

NEAD has organised secondary school conferences for over 20 years but staff felt they had had little control (or knowledge) of what happened as a result of these conferences. For example, in 2004 a conference took place for Year 9 students from eight schools, which involved awareness raising activities in the morning and action planning in school groups in the afternoon. Although the conference was evaluated by students as a great success, after the conference it seemed that the students, in all but a few cases, were not supported by their accompanying teachers to further develop or carry out their action plans, leading Sandy Betlem, Schools Work Coordinator at NEAD to ask: '*Were they just tokenistic, fun days?*'.

So in 2005, NEAD obtained a 3-year grant from DFID to replicate these conferences, but with time built in to support the action plans after the conference. The goal was whole school change, stimulated by conference input, motivated by students (bottom up), supported by teachers, with extra support from external agencies including NEAD (as opposed to CPD/project support for teacher-led change).

How did they set about doing this?

In the first two years of funding, NEAD have organised four Students 4 Global Action Conferences in Norfolk and Suffolk, involving over 470 students and teachers from 32 schools. Year 8 and 9 students (ages 12-14) were targeted because they will remain at their schools for long enough for their action plans to have an impact and they are not encumbered by GCSE workloads. Promotional letters were sent out to each secondary school in the county in which they were held, and a contract for schools enrolling was developed.

Agencies, groups and individuals were recruited to deliver interactive and motivational workshops at the conferences to stimulate appropriate action planning in the afternoon. The

workshops were preceded by a plenary activity to raise awareness of key global dimension issues and to enable participants to meet, talk and learn from each other. The How, How, How Activity (see NEAD website) was used to help the students draw up their Action Plans.

After the conferences, all the schools were contacted with offers of support. As a result, NEAD were invited to meetings with the student groups in some of the schools to discuss how they could put their action plans into effect. Other schools requested particular information, contacts or website addresses to support their action plans.

How well did they achieve their aims?

The approach to publicising the conferences was successful, resulting in waiting lists. In the first year several schools cancelled at the last minute meaning that student fees didn't cover the conference costs. In the second year fees were required in advance and were non-refundable unless a month's notice was given.

In Year 1, finding out what had happened with the action plans after the conferences remained difficult. Offers of free support were not taken up, information was only obtained from seven of the 18 schools and much of this was sketchy. In Year 2 a pre-conference briefing was held at the venues to emphasise the importance of follow-up and this proved very effective, resulting in much better information from a higher proportion of the schools.

Post-conference activities included some excellent examples of active global citizenship. In Year 1 feedback was often based around ideas of raising money. In the second year NEAD encouraged teachers to support students in putting emphasis on personal responsibility and actions as an ideal, rather than throwing money at a cause. Fair trade groups were established in some schools; students led assemblies on racism and human rights; energy-saving initiatives and eco-policies were set up and some schools decided to work towards Eco School status; a school allotment was established to provide locally-grown food; and a 'Global Warrior' group was set up which, as well as introducing fair trade, facilitated an International Students' Group to explore cultural diversity within the school.

What do they plan to do next?

This model of providing a pre-conference briefing and post-conference support and follow up has proved effective in encouraging teachers to support their students in developing and carrying out their action plans, and will be continued if funding allows.



“The teachers who ran best with it were Citizenship teachers, because the active citizenship ticked their boxes.”

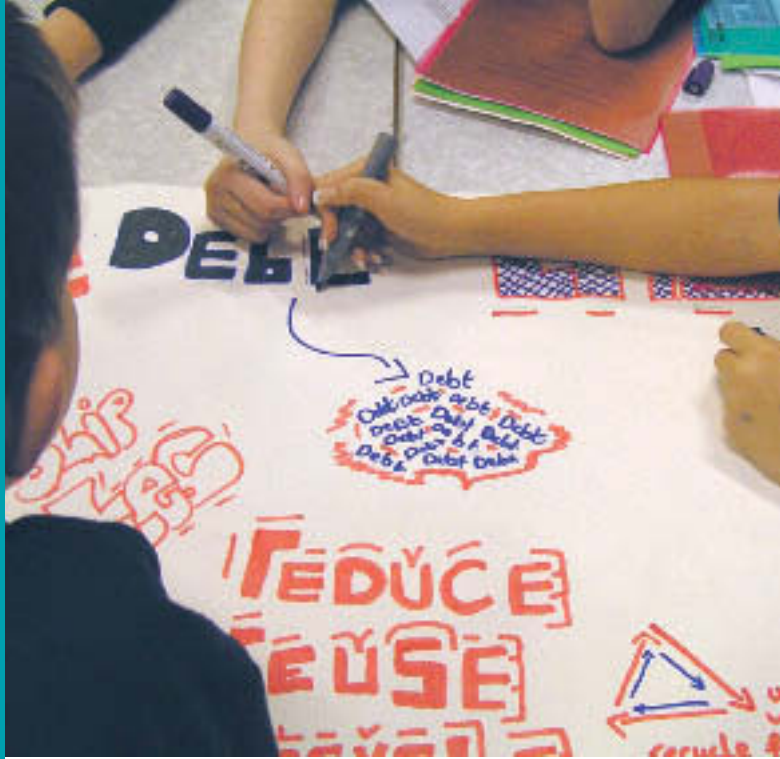
Sandy Betlem, Schools Work Coordinator, NEAD

“It opened my eyes to the world I live in...”

Student evaluation response

“Today I was surprised to learn that I knew very little!! The depth of my ignorance!”

Teacher evaluation response



Reflections:

- There is a global dimension to all curriculum subjects and all subject approaches are valuable in enabling young people to make sense of the world. However, citizenship education approaches can enhance all subjects with the recognition that teachers cannot have all the answers when it comes to global issues.
- The action learning cycle (learning – reflection – action) can encourage critical and creative thinking.
- Students are more likely to feel empowered and motivated when the work is student-led.



“The most educational part of the day was the Refugees and Asylum Seekers workshop, it has changed my views completely...”

Student evaluation response

“As a result of today I will continue to encourage pupils to take an interest in and awareness of our place in the global community and focus more on our similarities rather than differences...”

Teacher evaluation response

More information:

- NEAD project website: www.nead.org.uk/schools/s4ga.



What Do YOU Think?

To what extent does developing critical literacy help students to 'think differently'?

As Pastoral Head of Year 8 at Chilwell School in Nottingham, Dan Williams was concerned that the 'traditional' approach to 'Racism' as a topic in PSHCE, in which students designed an anti-racist poster, was not, in fact, changing attitudes.

What did he want to achieve?

Dan reviewed and redeveloped the PSHCE (Personal Social Health and Citizenship Education) scheme of work with the aim of making sure that students weren't just told what to think, but thought about the issues for themselves. He wanted students to consider what influences how they think and the actions they take, and whether they appreciate other people's points of view.

How did he set about it?

Dan initially took up an offer from Vanessa Andreotti at the Centre for the Study of Social and Global Justice (CSSGJ) at Nottingham University to mentor him in developing critical literacy and using Open Spaces for Dialogue and Enquiry (OSDE) methodology. With additional support from Global Education Derby, he began a set of PSHCE sessions on prejudice, discrimination and oppression by using a PowerPoint cartoon about discrimination between the 'red shoes' and the 'black shoes' (taken from Mandy Coe's 'Red Shoes' book) as a discussion stimulus.

In Session 2, he gave groups of students a selection of images related to prejudice and difference and asked them to find ways to group and categorise them. They explained and discussed their classifications with the rest of the class, before placing the pictures on a past / present / future timeline. He then gave the groups a set of words and phrases to place on a continuum: 'fundamentalism / dogmatism / tolerance / respect / dialogue' and a discussion ensued about where our society is on that line.

In Session 3, he gave the groups a storyboard cartoon about the meeting of three 'hoodies' and a young black individual, with six boxes; four with pictures and two with blank spaces at the end. He asked them to write two sets of speech bubbles showing what the characters were saying in each picture and then to fill in the thought bubbles for what they were actually thinking, before completing the last two pictures to show what happened next.

In the final session, the students were provided with pairs of opposite words (disabled/able-

bodied; white/black, etc.) and asked to link them. As well as finding the opposites, other linkages were made (rich/thin; stupid/poor; happy/able-bodied, etc) which led to discussion about the kinds of prejudices that exist in our society. Some of the links were anticipated but some were truly amazing. It proved to be a fascinating insight into young minds. Types of prejudice (racism, sexism, etc) were listed and the students were asked to rank the most and least prevalent in society and in the school. Racism was ranked high in society and low in the school, but other prejudices (weightism, sporting dis/ability) were added to the school continuum. Finally, an advertisement for a Sony PSP, which has been considered racist was analysed to bring in the influence of the media on how we think.

How well did he achieve his aims?

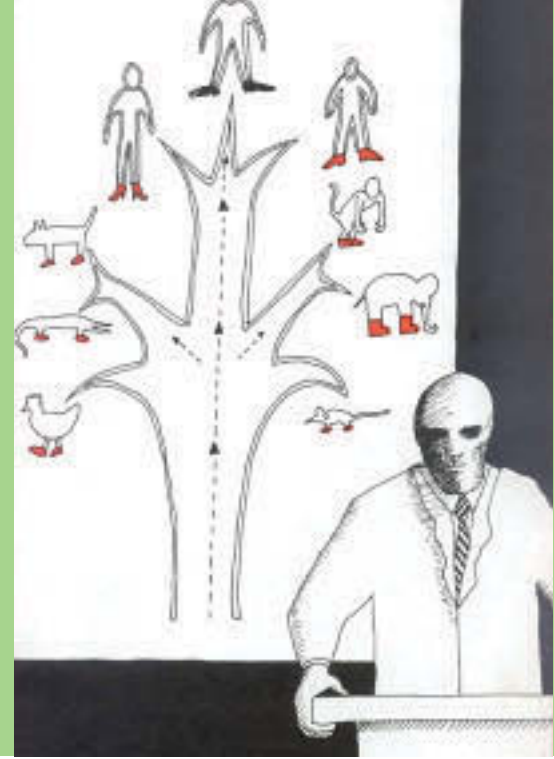
The storyboard session (Session 3) was also carried out with a control group who had no previous input on critical literacy. This group wrote the same comments in the speech bubbles and the 'what are they thinking' bubbles. The group who had participated in the previous two sessions filled their 'thinking' bubbles with many underlying assumptions and fears (for example: 'I have to say this to look hard in front of my mates'; 'my mum hates black people because she lost her job to one'). There was also a difference in the way some of them completed the storyboard, with the 'critically literate' group adding to the anticipated fight scenario comments such as 'with violence, we all lose' and even 'we have the power, but we're choosing not to use it'.

Dan believes beyond any doubt that there is evidence that he has achieved all he had hoped for in equipping young people to 'think differently'. The sessions allowed the students to think more deeply about what and who influences their behaviour and to be more aware that they have choices. In subsequent lessons, some of them even used the language they had been introduced to (tolerant, dogmatic, etc) to analyse responses.

What does he plan to do next?

This set of sessions will be built into the Year 8 PSHCE scheme of work, and there are plans to post the activities on websites for use by other schools. The work is also having an impact within the school. The staff member responsible for CPD now directs other staff interested in developing critical literacy to Dan for advice. Dan has also led a session for trainee teachers at Manchester Metropolitan University and, also, student teachers are developing their own critical literacy sessions.





Reflections:

- Thinking critically and critical literacy are essential in enabling students to gain a deeper understanding of racism and discrimination and develop self-awareness and understanding of what influences their behaviour and that of others. OSDE can be a valuable methodology to promote this.
- Given the time and space, critical and reflective teachers continually reassess the impact of the methods and materials they use, and find alternatives.



More information:

- Visit: www.osdemethodology.org.uk for methodology to encourage critical engagement with global issues and perspectives.
- The PowerPoint activity Dan used in his first session is available at: www.osdemethodology.org.uk/units/secondary/redshoes.htm.
- Mandy Coe's Red Shoes book is available from: www.mandycoe.com.

Training Global Teachers

To develop global learning in our schools we need to start with the teachers, both in their initial training and during their professional development.

Manchester DEP, a Development Education Centre, worked to bring a global dimension into Initial Teacher Education and Continuing Professional Development.

What did DEP want to achieve?

The project aims to enhance the ability of teachers to address the global dimension in the classroom, 'enabling people to critically engage in local and global issues, to actively participate and make informed and ethical choices in an increasingly global society'. DEP hope to reshape and develop Initial Teacher Education (ITE) courses at the Institute of Education (IoE) at Manchester Metropolitan University (MMU) and build capacity to deliver Continuing Professional Development (CPD) courses in the region. DEP also want to evaluate the impact of the project, so that the model of programme development and its effects can be clearly demonstrated.

How did they set about it?

Although DEP is based at MMU, the relationship had been an ad hoc one. Funding from DFID paid for the time of a Project Manager (Clive Belgeonne) from DEP and 90 hours of MMU tutor time in year one and 60 hours in subsequent years, in recognition of tutors' heavy workloads.

A Steering Group was set up, including MMU staff, members of other Higher Education institutions and NGOs, and school staff. The Head of the Humanities Centre at MMU saw the global dimension as integral to her work, providing a fruitful way in. The eight concepts of the global dimension were presented at an IoE staff meeting, followed by an 'away day' to develop a vision and a realistic action plan for the project.

DEP then helped to develop two new optional modules for the Primary BA in which global perspectives were applied to Geography, History and RE, the first time the Humanities subjects had worked in an integrated way. Clive and Humanities tutors delivered a staff training day, which was attended by a third of IoE staff. A self-audit for the global dimension was carried out by all staff within ITE. The use of active, participatory methodology has been encouraged. DEP also supported individual enthusiasts, for example, collaborating with an RE tutor who initiated fair trade products on the campus, to provide stalls and workshops during Fair Trade week.

To ensure that all students had some experience of the global dimension, Clive offered two

sessions on Citizenship and the global dimension, with follow-up workshops, to 700 students. This made up part of compulsory Secondary Professional Studies and integrated the global dimension into a session on 'teacher accountability' in Primary Teaching Studies, emphasising global perspectives as a core responsibility of being a teacher.

A PhD research student, Helen Lawson, was appointed and funded to evaluate the project, through questionnaires, student focus groups and tutor interviews at the beginning of the project and at the end of each year, providing information about interest, barriers and knowledge gaps which informed future work.

How well did they achieve their aims?

Elements of the global dimension are now written into course handbooks for the BA Primary degree and the PGCE Primary and Secondary. All trainees have exposure to global dimension concepts and links to the curriculum as part of their induction, through Teaching / Professional Studies and special events. A survey in Year 2 of the project showed that only 12% of Primary PGCE students had come across the global dimension at their secondary school, but 56% said they had come across the concept at university.

Although evaluation reveals that DEP has effectively supported the development of tutors and students who already had some interest in global issues, the challenge remains to influence others to include it against pressure to concentrate on narrow assessment targets, and pedagogical issues such as the difficulties of working with secondary pupils with little experience of group work.

What do they plan to do next?

With changes in the QCA and DCSF agenda giving a higher profile to the global dimension, tutors are increasingly asking for support in developing new courses and approaches. All opportunities are taken to integrate the global dimension, for example in the 'enrichment' phase of the postgraduate secondary programme, the equality and diversity agenda, Citizenship, and the new Teaching Standards framework. There are plans to link core assignments with the global dimension, for example making explicit link with diversity. The next phase will focus particularly on CPD so that the trainee teachers have a coherent experience between MMU and placement schools. Simple training packages are being developed for school mentors and tutors working with students on placements.



“ I think that I knew about the issues but I didn't know how to break them down and teach them at Key Stage 3 level and [the tutors] gave us ideas for resources and what to use in the lessons. ”

PGCE geography student



Reflections:

- Relationships between NGOs and universities can take a lot of time and work to develop but are extremely valuable in the long run.
- Active, participatory learning is central to the global dimension and it takes time for teachers to develop confidence with this.
- Highlighting the global context in generic professional studies as well as developing courses for specific subject areas, gives the message that helping young people to understand and engage with our increasingly global world is a core responsibility of all teachers.



More information:

- Find out more about this project from Manchester DEP's website: www.dep.org.uk/itet.
- UK ITE network for Education for Sustainable Development/Global Citizenship: www.lsbu.ac.uk/ccci/uk.shtml.
- The eight concepts of the global dimension (shown above) are described in more detail in the centre spread of 'Developing the global dimension in the school curriculum' (DFID/DfES, 2005) which can be downloaded from: www.dfid.gov.uk/pubs/files/dev-global-dim.pdf.

The World in Clanfield

What effect does embedding the global dimension have on the knowledge and attitudes of staff and pupils in a rural primary school?

Clanfield CE Primary School in Oxfordshire has embarked on a whole school, long-term project to embed the global dimension into every aspect of school life.

What did they want to achieve?

In a rural, village school where 80% of pupils had not visited their own capital city and few had met anyone from a different ethnic group or culture, the Headteacher, Jane Lloyd, decided that 'developing a deeper understanding of our role as global citizens' was a priority. In the long term she wanted the school to become a regional centre for the development and dissemination of good practice in the global dimension.

How did they set about doing this?

The school accepted an invitation from Reading International Solidarity Centre (RISC) to work towards becoming a 'Global School' with support and training provided free. Including as a two year priority in the School Development Plan the aim of 'Embedding a global connection in everything we do', ensured that governors were involved from the start. A large display in the entrance hall, 'The world in Clanfield', launched the work.

RISC carried out a baseline audit with children in Years 2, 4 and 6. These children took part in a carousel of activities designed to gather evidence of their knowledge about and attitudes to a range of global issues. For example, a diamond ranking activity explored the best way to protect the environment, a card sorting activity demonstrated knowledge and attitudes about diversity, and an activity matching photos and jobs explored attitudes to race and gender. As well as these results, the children's comments were recorded to provide qualitative data. The audit revealed that most of the children had very stereotypical views of Africa, Asia, South America and the Caribbean and the extent and depth of their insularity in general was very evident.

The staff decided to prioritise the global dimension in all future planning, and they identified many opportunities for this. Every activity, display and event with a global dimension was annotated and recorded. After some introductory Global Citizenship training, with opportunities for the whole staff to explore their own preconceptions and values, RISC provided further staff training in global Maths, Design & Technology, Science, Art, Literacy, Oracy and Music, and ongoing support with curriculum planning.

A library audit by the RISC team revealed that only seven books in the entire collection represented a balanced view of countries in Africa, Asia, South America and the Caribbean. Books which depicted very negative images have been discarded and money is being spent on improving the book stock.

How well did they achieve their aims?

Whole staff training including non teaching staff has had a major impact, enabling staff to explore their own attitudes, come up with ideas and activities, and see the interconnections between existing work on sustainability, healthy schools and fair trade.

The results of the mid-project audits showed that although some negative stereotypes were still evident, children's knowledge and understanding had increased – for instance their ideas about what they would see if they visited an African country reflected more balance. Ideas about gender stereotyping continued to be firmly held. The children were most knowledgeable about issues of sustainability and about education and why some children do not go to school. Both are linked closely with their curriculum work and life experience.

The school's increasing awareness of the global dimension has been shared with the local community through their report at the parish council's AGM and regular reports in the village magazine. The publicity has led to interest from other schools in the local partnership: three schools have attended twilight in-service training sessions and have shared global dimension activities and resources. Clanfield has received an equality award from the local authority in recognition of their work.

What do they plan to do next?

The mid-project audit showed staff that the journey has only begun and the school must continue to prioritise the global dimension. A final audit, four years after the start of the project, will give another measure of progress. *'I believe that in September 2005 we began a learning journey that will be lifelong'*. (Jane Lloyd, Headteacher)

Making a link with a school overseas was one of the initial objectives and a link was set up with a school in India. However, after one exchange of letters, the link proved too difficult to sustain. This was disappointing, but a link is now being developed with a large, culturally diverse school in Oxford, which is also part of the Global Schools project.



“Why have you linked with a community that is 5,000 miles away, not with a Muslim community in Britain?”

UKOWLA – UK One World Linking Association



Reflections:

- Lifelong learning around the global dimension, including challenging attitudes is essential. Action-research by teachers can be an important part of this.
- The external support of a critical friend, such as RISC, can enhance the action-research process by evaluating progress and suggesting ways forward.
- Linking with a school in another country can be very challenging and if this is something a school wants to do, it is often a good idea to start by linking with a school in the same country.



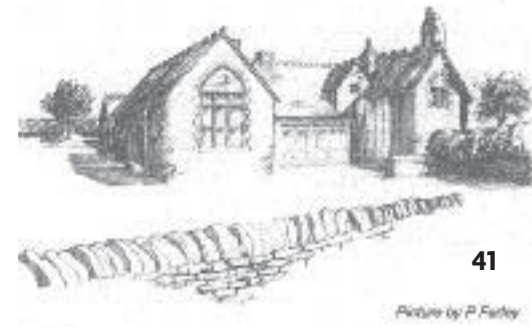
“ In my school SEF [Ofsted self evaluation form], I stated our aim as a church school was: “to promote an understanding of being part of something bigger”. Ironically I had not understood that far from being a solely religious or spiritual aim it is also literal. We are all part of a big, wide, diverse and wonderful world! The choices we make on a daily basis matter both locally and globally! ”

Jane Lloyd, Headteacher

More information:

- Find out more about RISC's work with Global Schools at www.risc.org.uk/education.
- Also articles on www.local4global.org.uk.

www.risc.org.uk



Getting the Local Authority on Board

If you can influence decisions made at local authority level, then you spread your message much further.

Development Education Centre (South Yorkshire) (DECSY) was able to get references to the global dimension included in their local authority's Children and Young People's Plan. This contributed to greater local authority support for the global dimension in the city's schools.

What did DECSY want to achieve?

DECSY wanted to get support for the global dimension at a strategic level within their local authority, in the hope that this might help provide opportunities and a more favourable climate for their work with schools and Early Years settings.

How did they set about it?

In late 2005 a colleague who worked at the local Voluntary Action got in touch with Rob Unwin at DECSY to say that there were real opportunities for DECSY in the changes to Children's Services, including changes relating to Black and minority ethnic children. He suggested Rob should read the draft Children's and Young People's Plan on the Council website to look for opportunities for the global dimension and gave him the contact details of the Partnership Manager responsible for it.

Rob read the draft plan (all 63 pages), noticed a few possibilities under the 'Every Child Matters outcomes' and got in touch with the manager concerned. She made the amendments Rob suggested and even asked if Rob could link his suggestions into goals and outputs in the planning table in the document. *"I was pleased to see that at least some of my amendments, and specifically the inclusion of the word 'global', made it through into the final document."*

How well did they achieve their aims?

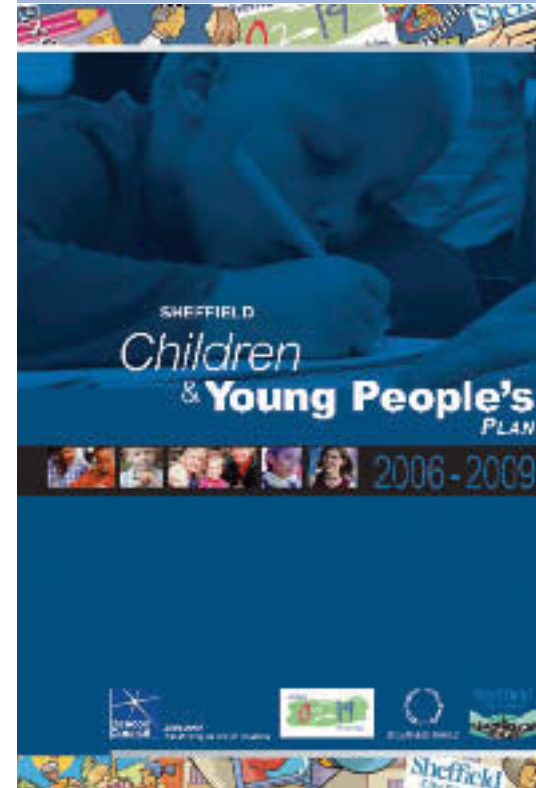
"I can't prove a causal link", Rob says, "but I was delighted to note that the following year, for the first time, our contract for Early Years work included mention of the delivery of a global perspective in the curriculum. Later the same year we were able to get a local authority adviser appointed to the DECSY management committee to replace a more junior, temporary adviser."

A year later, Rob found that he was pushing at an open door when he suggested the establishment of a team of lead professional teachers in Global Citizenship, managed by the authority with support from DECSY and funding from the Yorkshire and Humber Global Schools Association. To date, 15 primary schools have expressed an interest in having inputs from the team to support the global dimension in the curriculum, whole school approaches and activities integrated into the life of the school.

Whilst it is hard in the life of a busy DEC to find time to develop and nurture strategic contacts in local authorities and read lengthy policy papers, Rob says that this experience has taught him that it certainly can be time well spent.

What do they plan to do next?

“We missed the boat in terms of timescales with some of the other local authorities in our sub-region”, continues Rob, “but as the Children and Young People’s Plans are subject to annual review, we will try again at an appropriate time”.





Reflections:

- Partnerships between the statutory and voluntary sectors can promote innovation in education.
- Achieving support for the global dimension at a strategic level within a local authority encourages and enables both schools and support organisations to place greater emphasis on education for a just and sustainable world.
- Every Child Matters has the potential to link very closely with education for a just and sustainable world. Children's wellbeing is enhanced by an appreciation of the global context in which they are growing up. The global dimension is about starting with where the learner is and making connections.



More information:

- Sheffield City Council's Children and Young People's Plan: www.sheffield.gov.uk/education.
- DECSY: www.decsy.org.uk.



A Multicultural Celebration

How an event celebrating diversity managed to raise the self-esteem of asylum-seeking young people in an area experiencing hostility and racism towards immigrants.

The Harambee Centre in Cambridge supported young asylum-seekers in organising and hosting an event to learn, share and celebrate with the local host community.

What did they want to achieve?

Immigration is a big issue in Cambridgeshire. The demography of the area is changing rapidly which has led to a backlash against emerging new communities and asylum-seekers. Fuelled by the local press, many local young people's opinions towards immigration and asylum are misinformed, prejudiced and hostile.

A group of young asylum-seekers from Afghanistan, Iraq and Iran, who had been in contact with staff from the Harambee Centre, decided to make a positive contribution and organise an event to bring different groups in the area together. They wanted to do, "what normal kids do", including making friends and showing off their skills. They also wanted to display some elements of their cultural backgrounds to the community of Cambridge and thank them for welcoming them to the area.

With the celebration event as the focus, the aims of the project were:

- for young people and residents of Cambridge to gain an understanding of different cultures
- for the group to explore the issues of trade and sustainable development through their preparation activities
- for the group to develop skills in organising events and communications
- to contribute to greater community cohesion in Cambridge
- to have fun.

How did they set about doing this?

A member of Harambee's staff had already worked with this group when delivering a 'positive activities' programme for Cambridgeshire Race Equality and Diversity Service (CREDS). When they were given the opportunity to develop their own project they were very enthusiastic to plan an event together and invite local residents.

The young people allocated roles and met weekly to plan the event. There was a team for publicity, a team for food, a team for music and entertainment, and one person took the role of logistics manager. Harambee planned some practical sessions for young people to practise their cooking, learn new techniques and do some trial runs; and there were art sessions for the group to design invitations and a poster. They were particularly keen to invite other young people, but with so little chance to meet them that was left to the youth worker and Harambee.

Shopping for food for the event was combined with explorations into fair trade, food miles, sustainability, and what implications people's choices had for them and the world. On the day of the event some of the young people took over the kitchen, while others decorated the hall and created a huge banner with the word 'welcome' in many different languages. It was also decided that the guests should get a name badge with their name written in Arabic – then the young organisers would be the only ones able to read the names and introduce people.

Twenty guests came, all the food went down extremely well, English, Arabic and Kurdish music was played, and once people started dancing they didn't stop! The Kurdish boys taught everyone Kurdish dancing and were pleased to show off a skill which no-one else had.

How well did they achieve their aims?

The young people involved demonstrated a huge increase in their levels of confidence throughout the project. At first it was very difficult to get a group dialogue and some individuals would not participate at all, but as the project progressed the young people interacted with each other more and more, especially in small teams. The group recognised that they had many skills which other people do not have: they could cook tasty dishes that others hadn't tried before, write a language that others could not read, and knew music and dances that others wanted to learn. They were also able to make the links between their lives and some of the global issues that they cared about. The learning curve was quite steep and the young people were extremely proud of what they had achieved.

The guests were exposed to elements of a number of different cultures for the first time. The event brought young people from across Cambridge together, built positive relations between them and gave them the opportunity to learn from each other. Everybody definitely had fun.

What do they plan to do next?

To build on the positive relationships established with the group during this project, Harambee have set up a regular youth club with the young people and will be doing more in-depth global youth work with them. Three of the young men are joining DEA's youth network that supports their national 'Global Youth Action' project. As well as providing opportunities for young asylum seekers to get involved in further learning and community action this will have the added bonus of allowing them to interact more with other young people, as the club is open to all and is a forum for young people from diverse backgrounds to meet.

Harambee has made good links with CREDS and the experience of this project has contributed to a wider council strategy for positive engagement of asylum seeking youth.



“ Before I came here I couldn't even boil an egg and now I have prepared food for forty people. ”

“ I feel I have been welcomed by the local community - I want to do something to say 'thank you' to Cambridge! ”



Reflections:

- This project demonstrates the importance and potential of engaging marginalised groups of young people, for their personal and social development and for their global learning, but also as educators and change makers.
- Global youth work contributes to young people's achievement of all Every Child Matters outcomes, particularly 'making a positive contribution' and 'enjoying and achieving'. This case study highlights the importance of the 'enjoy' aspect of the outcome which is often overlooked.
- This project's approach contributes to the local and national agendas of integration and community cohesion, helping young people to develop an understanding of the wider context to these issues and to deal with the changing local environment and cultural landscape.

The World's Working Children

Using an international school partnership to research shared values and experiences.

Children at Alwoodley Primary School in Leeds, in collaboration with children at their link school in Paraguay, researched the lives of working children in the UK and round the world and the support available to them to help them to get an education.

What did the school want to achieve?

The main aims of the project were for the children to develop greater understanding of the lives of other children; to recognise that many children face difficulties and challenges regarding their entitlement to education; and to have a sense of ownership of the work and a belief that they can make a difference. The school hoped that through this project, the pupils would recognise and celebrate children who need to work as well as go to school and also appreciate and value their own entitlement to education.

How did they set about doing this?

The school has an established partnership with Colegio Aula Viva in Paraguay, supported by DFID Global School Partnerships, and a yearly teacher exchange in each direction has enabled them to plan joint curriculum work. On one visit to Paraguay, Joanna Speak, founder of the partnership, met a boy who went to school in the morning but worked in the afternoon shining shoes to support his family. This led to discussion between teachers in the two schools about the struggles some children face to receive an education and the different ways in which education can be provided. As Joanna says, *'Quite often we look beyond what is on our own doorstep and I immediately saw links between the experiences of these children and children in our own society who have to care for people at home'.*

The schools decided to research the experiences of working children in their own communities and around the world. At Alwoodley a group of nine gifted and talented Year 5 pupils attended 'child labour group' meetings at lunchtimes. Tasks were divided and the pupils worked in groups of twos or threes, carrying out internet research in literacy time and at home, getting in touch with organisations that support working or caring children and producing PowerPoint presentations about their findings.

The groups then combined to write a play about working children, using their research to

create the characters. The key message the children wanted to share was that throughout the world some children need to work to support their families, and if they can be supported get an education too, they will have more chances in life. The play was performed and filmed on a DVD which was shown to the whole of Key Stage 2 and visiting Paraguayan teachers who helped the children incorporate some simple Spanish into the script – thus supporting the school's Spanish teaching.

How well did they achieve their aims?

The children's end of project evaluations from both schools showed that they had learnt a lot from hearing the stories of real people and that the work had made them question their own views of education and how they took it for granted. They had also gained from working in groups and being allowed to take ownership of the project. 'I think children being able to take an idea on a journey to a finished product which they decide on is something we don't do enough of in schools' Joanna says. Choosing the messages they wanted to share and working out how to convey them through the play and DVD gave the children a sense that they can use their voices to make a difference.

What do they plan to do next?

Curriculum work and skills-sharing between the two schools continue to develop. A joint decision, shared with the children in both schools, has been made to incorporate into future collaborative projects: conflict resolution, sustainability and further work on 'diversity on our doorsteps'. Meanwhile, Joanna has used the 'Working children' video at her new school for Human Rights Day – both to introduce the concept of education as a human right and to show that young people can use their voice to make a difference.



“ I learnt how children who have to work feel because we based our play on research we had done on real children.”

Gugandeep Kaur Rayat



Reflections:

- Teachers need to question their own values and attitudes in order to support pupils to do the same.
- Good school links are based on equitable partnerships where, in all their shared projects, the issues are looked at as they affect people in both countries, encouraging an understanding of global issues and of common needs and concerns, as well as open-mindedness towards difference.
- Primary pupils can understand complex and controversial issues when they learn through engaging and meaningful approaches.



“It made us think deeply about other kids in the world. I liked the way we had to split up to research child labour in different parts of the world. Then we got our information together to create a big play. We each had a special part.”

Uma Ramachandran

More information:

- Alwoodley School website: www.alwoodley.leeds.sch.uk.
- DFID Global School Partnerships: www.britishcouncil.org/globalschools.

A Whole School Approach

How do you get teachers from different departments to commit to the global dimension?

Benton Park School, with support from Leeds Development Education Centre (DEC), worked across six subject departments to develop new, engaging lessons which would incorporate global dimension concepts.

What did they want to achieve?

Melanie Stockdale, Head of Geography, was keen to encourage the inclusion of the global dimension in a range of subjects, believing that children need to know about and understand global issues because they impinge so much on their lives. She was also keen to encourage team work among staff by working on cross-curricular themes. This fitted well with Leeds DEC's Global Schools Project whose aims are to develop greater awareness and understanding of international development amongst young people and to demonstrate its relevance to their lives.

How did they set about it?

When Leeds DEC invited Benton Park to be part of the Global Schools Project, Melanie thought she would be able to sell it to other departments because it was both important for their curriculum and came with support and funding for training, cover, and resources. She targeted teachers in other departments who she thought would have an interest in the global dimension, inviting them to a meeting with the DEC. A teacher from each of Geography, Art, History, English, Science and Spanish decided to commit to the project.

The 'eight key concepts', taken from the DFID/DfES publication 'Developing The Global Dimension in the School Curriculum' (2005) provide a framework for the global dimension in the curriculum. Each teacher carried out an audit of where the eight key concepts were covered in their subject curriculum and what ones were missing. They then developed six lesson plans on one of the key concepts to bring something new into their curriculum. For example, in Science, values and perceptions were explored while teaching about climate change; a study of multicultural poems in GCSE English was given a stronger human rights focus with the help of resources from the DEC; an Art group looked at a Mongolian yurt and learnt something about the way of life it supported, while learning to make felt.

After the new lessons had been trialled, the staff all met again with the DEC and a member of the school senior management and shared what they had been doing. *“That was a great meeting,”* said Melanie, *“because we immediately began to see the links. We could see how we were covering similar things in different subjects in different ways.”* The DEC provided staff and student evaluation sheets to monitor which concepts had been covered and how well they had been understood.

How well did they achieve their aims?

All the staff involved used new resources in a different way, to provide interesting lessons with a global dimension. Student evaluations highlighted active learning approaches such as class debates and student presentations as having the most impact. The students mentioned changes in their thinking, including: increased awareness of the need to make buildings more sustainable to reduce greenhouse gases; awareness of the impact that the ways people make and spend money have on the conditions children live under; concern about government inaction about child poverty in developing countries; and the reasons for buying fair trade products.

What do they plan to do next?

The lesson plans have been revised in response to the trials and evaluations and will be repeated with the next year group. Having worked with teachers in different curriculum areas, staff have a much better sense of what others are doing which will enable them to make links when planning the new Key Stage 3 curriculum. For example, work on slavery in English and History will be able to take place at the same time, enhancing the work in both subjects and avoiding repetition.



“After the lesson, I was able to understand the importance of the products that they make and how by buying these products we are affecting their lives in such negative ways and seriously exploiting them.”

Year 9 student after looking at images from Bolivia.



Reflections:

- Global dimension teaching resources including those produced by DEC's (available via www.globaldimension.org.uk) can support teaching/learning approaches with a focus on critical and creative thinking.
- The global context can be made 'real' by the introduction of authentic resources.
- The eight concepts of the global dimension can provide a framework which helps in planning innovative cross-curriculum approaches.



More information:

- Leeds DEC Global Schools website: www.leedsdec.org.uk/global_schools.htm.
- The eight key concepts of the global dimension are in the centre spread of 'Developing the global dimension in the school curriculum' (DFID/DfES, 2005) which can be downloaded from: www.dfid.gov.uk/pubs/files/dev-global-dim.pdf.

Fashioning an Ethical Industry

The fashion industry plays a major role in global trade. How can fashion students be encouraged to consider ethical issues when they enter the industry?

Fashioning an Ethical Industry (FEI) works with universities and colleges which offer fashion-related courses to encourage them to integrate ethical issues related to garment manufacture in their teaching.

What did they want to achieve?

'For many of the garment workers employed in the fashion industry the abuse of human rights is a day to day reality', says Hannah Higginson, FEI's joint project coordinator. FEI was set up to inform and inspire the next generation of industry players in the UK to want to raise standards for garment workers in the fashion industry of the future. The ultimate aim of the project is to embed ethical issues into the curriculum of all fashion courses across the UK.

How did they set about doing this?

FEI runs student workshops at individual universities, which have so far focused on the impact of purchasing practices on working conditions, using a role-play to encourage students to think about how a last minute design change, or the constant quest for lower prices, impact on conditions for workers. FEI also runs training events for fashion tutors that have covered purchasing practices and the role of Multi Stakeholder Initiatives in improving conditions. These sessions give participants the opportunity to hear from industry specialists. Resource packs are distributed to university libraries and films are loaned to tutors. Variations in course content have made it impossible to develop generic study units, so the project works with individual tutors to develop specific units.

An annual project conference brings fashion students and tutors together with representatives from conventional and 'alternative' fashion retailers, industry specialists, trade unions and workers' organisations from the 'South' to discuss how the vision of an ethical fashion industry could become a reality. The speakers from China, Cambodia and Nicaragua had particular impact. *'The power of their personal stories, depth of knowledge and passion really engaged the fashion students and tutors'* says Hannah.

In response to requests from tutors and students, FEI has set up a website containing reports, factsheets, interviews, films and images about the global garment industry. The website's

Frequently Asked Questions and factsheets have greatly reduced the number of repetitive information requests. A monthly e-bulletin keeps readers informed of new resources, forthcoming events and student opportunities and keeps people up-to-date with developments in the industry. An FEI Myspace and Facebook have also been established.

How well did they achieve their aims?

In its second year, the project surpassed expectations and became nationally recognised. Curriculum development is taking place in a number of universities and tutors are bringing workers' rights into their teaching through films, resources and training accessed through FEI. FEI has been a catalyst for the development of a centre for sustainability at London College of Fashion, an elective module and two masters degrees in 'ethical' fashion and has been involved in introducing social responsibility issues into universities and colleges across the UK. There has been significant fashion media coverage of the project.

What do they plan to do next?

Having concentrated on 'buying' courses in Year two, FEI plan next to focus on fashion marketing and promotion. They will offer training sessions to students about to go on work placements to help them gain deeper understanding of issues faced by garment workers and efforts to improve conditions. They will build stronger links with industry and education bodies and speak at events run by other organisations to promote the project more widely. The project will also produce a tutor manual that will provide educators with ideas about how to teach corporate social responsibility issues and a student magazine, which will be full of ideas of things that students can do to learn about how they could fashion a more ethical industry.



“*After this workshop I will make an effort to help change the way the industry operates when I gain a job after graduating*”

International Fashion Business student
Nottingham Trent University



Reflections:

- The diverse voices of those affected by unequal global power relationships can have a powerful role in education, with the caveat that no one person's experience and views are expected to represent a whole country or continent.
- Learning about positive initiatives that are already happening can be particularly motivating to students' sense that they can make a difference.
- Work between NGOs and educational institutions is most effective when the issues are embedded in the curriculum rather than seen as an additional extra.
- Targeting education projects on those who are going to be decision makers is an important way to bring about change.

In Sri Lanka - as in many other countries - minimum wage legislation has proven to be increasingly inadequate as it fails to provide sufficient income to keep the average family above defined poverty levels

— ALaRM: A living wage for Sri Lanka's apparel industry



“One of the most informative and inspiring elements of the FEI project was a meeting with trade unionists from China. I had not realised how important the right of [freedom of] association was to garment workers – it opened my eyes to the limitations of codes of conduct as a tool for monitoring working conditions.”

Fashion Tutor who attended the China Blue Film event.

More information:

- Fashioning an Ethical Industry website: www.fashioninganethicalindustry.org.



Find out more

Support DEA

DEA is an education charity that promotes global learning.

Our national network of member organisations and supporters share our conviction that the role of education today is crucial in shaping a better tomorrow.

For learners and society to flourish in a world which faces such issues as global poverty, climate change and racial and religious tensions, DEA believes that education should put learning in a global context, fostering:

- critical and creative thinking;
- self-awareness and open-mindedness towards difference;
- understanding of global issues and power relationships; and
- optimism and action for a better world.

We work to change both what people learn and how they learn, through influencing policy and improving educators' practice. Our primary focus is on schools and teacher training, and global youth work.

If you support DEA's vision of education for a just and sustainable world then please visit our website at www.dea.org.uk or telephone 020 7922 7930.

Global Dimension Website

www.globaldimension.org.uk

This website is for teachers who are looking for classroom resources to help them bring global issues to life. From human rights to climate change, poverty to fair trade, it lists hundreds of teaching resources categorised according to curriculum subject, age range and theme. These resources, many of which are free, have been assessed and approved against quality criteria drawn up by a group of editorial advisors, who are themselves teachers or education specialists.

In addition to its resources database, the website also has:

- articles on a range of global issues and their relevance to the classroom
- school case studies outlining global ideas and activities tested by other teachers
- a termly newsletter to keep teachers up-to-date with new resources, events and opportunities
- links to organisations who can support teachers in developing a global dimension or who can provide speakers for assemblies or lessons.

Best of all, the Global Dimension Website is entirely free.

Local Support

Many of the case studies in this booklet feature the work of Development Education Centres (DECs). These are independent local centres that raise the profile of global issues and encourage positive local action for global change. DECs aim to lighten the workload and increase the knowledge and understanding of those they support by providing:

- learning programmes
- training and workshops
- resource libraries
- talks and lessons
- support and advice
- teaching ideas.

The DFID 'Enabling Effective Support' (EES) initiative aims "to build capacity within the UK's education systems so they respond to the challenges of educating young people to understand and help shape the globalising and interdependent world in which they live". Across the UK, DECs and other organisations work within regional EES networks, to better support schools in their area. For an up-to-date list of DECs and EES contacts in your region, visit: www.globaldimension.org.uk/localsupport.

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Promoting education for
a just and sustainable world

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“Effective education about the issues that affect us all
is crucial to achieving a greater awareness of the
world we share - and these case studies by DEA
showcase some of the fantastic work that is going on
in schools and colleges up and down the country to
build that awareness and to increase young people’s
understanding of the connections between their own
lives and the lives of people in the poorest countries
in the world.”

Prime Minister’s foreword

DEA is proud to launch Global Matters to celebrate
our 15th anniversary in promoting education for a just
and sustainable world. In different ways, these case
studies exemplify the kind of education DEA is pro-
moting and calling for. They recognise that in a fast-
changing and complex world there are never single
perspectives or definite answers around global issues.
This is why we must give people the tools to keep
thinking and questioning, and the confidence to work
towards positive social change.

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