



Qualifications and  
Curriculum Authority

# The global dimension in action

A curriculum planning guide for schools



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# The purpose of this guide

## This guide should be used in conjunction with the following publications:

This guide will help you as teachers reflect on the global dimension in your curriculum. It provides a clear definition of the global dimension and suggests ways in which this dimension can be built into your curriculum.

There are some practical activities to help you stimulate a conversation about the global dimension in your school and decide on ways forward. The activities focus on three key questions.

- 1 What are you trying to achieve?**
- 2 How will you organise learning?**
- 3 How well are you achieving your aims?**

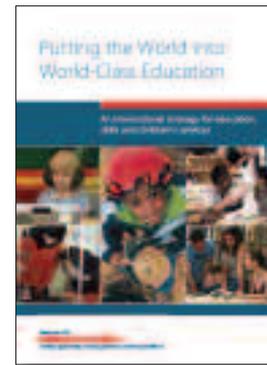
Case studies show how different schools have answered these three questions. They also offer examples of the global dimension in action, and should help you make decisions about how you would like to develop it in your school. This guide ends with a brief overview of the organisations and agencies that can support your global dimension work.



*Developing the global dimension in the school curriculum* shows how the global dimension can be integrated into both the curriculum and the wider life of schools. It provides a clear definition of 'global dimension', which incorporates the concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. It puts the curriculum within a broader, global context, showing how all subjects can incorporate the global dimension.

This publication can be downloaded as a pdf file by using the search function at [www.dea.org.uk](http://www.dea.org.uk).

Used together, these two publications can help schools create a curriculum that is influenced by international thinking and action. *The global dimension in action: A curriculum planning guide for schools* illustrates how schools have used these other two publications to plan the global dimension in their curriculum and evaluate the impact of the work on their learners.



*Putting the world into world-class education* provides an international strategy for education, skills and children's services. It identifies three interrelated key goals for a world-class education, which can be summarised as:

- ➔ equipping children and adults for a global society and economy
- ➔ working with other nations and regions for their benefit and ours
- ➔ maintaining an education system that can further our global economic objectives.

This publication can be downloaded as a pdf file from [www.globalgateway.org.uk/PDF/International-Strategy.pdf](http://www.globalgateway.org.uk/PDF/International-Strategy.pdf).

# What is the global dimension?

The global dimension explores what connects us to the rest of the world. It enables learners to engage with complex global issues and explore the links between their own lives and people, places and issues throughout the world. The global dimension can relate to both developing and developed countries, including countries in Europe. It helps learners to imagine different futures and the role they can play in creating a fair and sustainable world.

Global communications bring up-to-the-minute news, sport and culture into learners' lives and enable them to experience the impact of events happening thousands of miles away. Education for the global dimension encourages learners to evaluate information and events from a range of perspectives, to think critically about challenges facing the global community such as migration, identity and diversity, equality of opportunity and sustainability, and to explore some of the solutions to these issues. Learning about the global dimension offers opportunities for schools to address their duty to promote community cohesion.

The global dimension addresses social, political, environmental and economic issues that are of direct concern to young people. Considering how they can affect these issues helps them understand that both action and inaction have consequences. This can help develop positive attitudes to the wider world and its challenges, and equip young people to make informed judgements and act with integrity.

## How does the global dimension fit into the curriculum?

**A 21st-century curriculum needs to prepare learners to live and work in this fast-moving, interdependent, global society. It should enable all young people to become successful learners, confident individuals and responsible citizens, and should contribute to the achievement of the five outcomes for children identified in Every Child Matters.**

Each school should have a unique curriculum that meets the needs, interests and aspirations of its particular learners.

All subjects provide rich opportunities for global learning, and the case studies in this guide highlight current innovations in subjects such as history, modern foreign languages and ICT. However, subjects by themselves cannot provide the complete range of experiences and practical opportunities learners need. This is where the cross-curriculum dimensions have a contribution to make.

Cross-curriculum dimensions reflect the major ideas and challenges that face society and have significance for individuals. They are non-statutory, but they can provide the unifying themes that give education relevance and authenticity, and help young people make sense of the world.

The cross-curriculum dimensions include:

- ➔ identity and cultural diversity
- ➔ healthy lifestyles
- ➔ community participation
- ➔ enterprise
- ➔ **global dimension** and sustainable development
- ➔ technology and the media
- ➔ creativity and critical thinking.

These dimensions provide opportunities to integrate learning across subjects, events and activities. They can make learning topical and engaging and provide opportunities for in-depth understanding.

# What can the global dimension do for us?

## The global dimension will help learners to:

- ➔ explore and make sense of the big issues in the world
- ➔ think critically and creatively about topical and controversial issues
- ➔ deconstruct issues and events and consider them from a range of perspectives
- ➔ communicate with people from a range of countries and cultures
- ➔ develop self-awareness and a positive attitude to difference
- ➔ argue a case on behalf of themselves and others
- ➔ reflect on the consequences of their own actions now and in the future
- ➔ link learning to taking responsible action
- ➔ participate in society as active and responsible global citizens.

## To achieve these outcomes, learners need opportunities to:

- ➔ explore global dimension concepts including conflict, diversity, human rights, interdependence, social justice and sustainable development
- ➔ participate in sustainable global partnerships, which can be a powerful and exciting way of bringing a global dimension into the classroom
- ➔ make links between personal, local, national and global issues and events
- ➔ appreciate the importance of a global context and engage in a range of culturally diverse experiences
- ➔ critically evaluate their own values and attitudes, appreciating the similarities between people everywhere and learning to value diversity
- ➔ develop skills that will enable them to identify and challenge injustice, prejudice and discrimination
- ➔ understand and potentially make their own distinctive contribution to local and global communities
- ➔ consider probable and preferable futures, and how to achieve the latter.

## The global dimension can be taught through:

whole-school development plans, policies and ethos

separately timetabled thematic days, activity weeks and events, often including block timetabling

collaborative curriculum projects with partner schools in other countries

any combination of these

subjects, with links across subjects being made through common topics or themes

activities integrated into the routines of the school, such as running a mini-enterprise or fundraising event

visits, assemblies, out-of-hours learning and bringing experts into the school

# What do learners think about the global dimension?

These perspectives were captured through interviews with learners in primary and secondary schools. They indicate the high levels of enthusiasm, motivation and commitment learners often feel for work relating to the global dimension.

The world is changing all the time. I want to look forward, to keep trying new things and see how to make the world a better place.

Even though I'm young I want adults to take my views seriously. If they don't believe I can make a difference, how can I?

I want to learn about real things that are happening in the world.

I want to think about the future and how I can help make the world a better place.

I know the world's problems are huge. I want to speak with real people who are living through these problems so I can relate to what's really going on and what it means for people in other places.

I want to feel involved in projects and to find out about issues myself. I don't always want teachers to tell me what to do or how to do it.

The problems in the world seem massive and scary. I want to make sense of them and why they are happening.



# What does Ofsted say about the global dimension?

The following extracts are taken from the latest Ofsted reports for some of the schools that have provided case studies later on in this guide. They show the impact developing global learning opportunities has had on the learners in these schools.



**Ingleby Mill Primary School, May 2004:** Pupils' writing is given a very high profile throughout the school, featuring in most displays. Real purposes are often found for writing... the letters year 6 wrote to the chancellor, as part of a global campaign for education for all, showed a sophisticated use of language.

**Shaw Wood Primary School, October 2006:** First class international links with European schools provide pupils with excellent opportunities to broaden their experiences. The teaching of Spanish and Japanese to all pupils adds even greater depth to this outstanding curriculum.



**Wyche Primary School, March 2007:** Pupils' spiritual, moral, social and cultural development is outstanding... Themed days, for example, the 'Food and Fair Trade Day', occur regularly and engage the pupils' interests to give them a greater understanding of national differences and how the way we live impacts on other cultures.

**Langdon School, May 2006:** The opportunities offered to students are exceptional. Inspectors spoke to students who had represented the London Olympic bid in Singapore, who had travelled to Edinburgh and addressed 250,000 people at the Make Poverty History rally on behalf of the global campaign for education, and students who had accompanied the chancellor of the exchequer to Mozambique.

**Hagley Primary School, May 2007:** Parents praised the strong links the school maintains with schools in The Gambia and China. These pervade the school's day-to-day life, and give pupils a real insight into life in other countries through their correspondence and the books they make about the differences in the life of children here and abroad... Links with The Gambia include reciprocal visits by staff here and from the partner school. These give pupils an exceptionally good understanding of life in other parts of the world.

**The Ridings High School, November 2006:** The international flavour of the school is demonstrated by the high proportion of pupils who study a modern foreign language to GCSE level... The international links are appreciated by the pupils, as are the very good facilities for information and communication technology. These came together when the school represented Europe in a United Nations video link with schools around the world.



# Practical activities

## Shaping the global dimension in your curriculum

Every school will find its own way to build the global dimension into the curriculum. But it can be daunting trying to find out where to start or how to get the conversation going with colleagues.

This section includes activities that other schools have found useful in helping them to build the global dimension into their curriculum. There is one activity for each of the three key questions that need to be considered during any curriculum development work.

- 1** What are you trying to achieve?
- 2** How will you organise learning?
- 3** How well are you achieving your aims?

Activity 1 will help you to explore what difference you can make to your learners through the global dimension. This is an important starting point as it will drive the decisions you make about how to organise global learning (Activity 2) and enable you to evaluate the impact of changes on your learners (Activity 3).

The case study section of this guide will give you examples of how other schools have answered these three questions and may also be useful resources for stimulating discussion in your school. An overview of the case study schools is provided on page 13.

# 1

## What are you trying to achieve?

### Activity 1: Visualising your global learners

Create a picture to help you visualise the skills and attributes you would like to see in global learners.

#### Activity instructions

Work in groups of three or four and draw a picture of one of your learners in the middle of a large sheet of paper. Around the outside of the picture, write down examples of the knowledge, skills and attributes you want your learner to have once the global dimension of your curriculum is working effectively.

Display the pictures around the room and discuss whether there is a shared understanding of a global learner. Work together to create one picture; a picture that reflects all the desirable characteristics of a global learner in your school.

Look at the picture below to see what the learners in the case study schools said.

#### Reflect on your activity

What do you want global learners to know? What do you want them to be able to do?

What do the words in your picture suggest about global learners? Are they positive?

Do the words relate to skills, knowledge and understanding, or to attitudes and attributes?

Do the characteristics of a global learner vary at different key stages?

Circle each skill or attribute in a different colour depending on whether it is a strength currently seen in: most learners (green); some learners (amber); or few learners (red) in your school. From this, can you agree your priorities for development?



# 2

## How will you organise learning?

### Activity 2: Planning compelling learning experiences

Design a learning experience that will help your learners to develop the skills and attributes they need as global learners.

#### Activity instructions

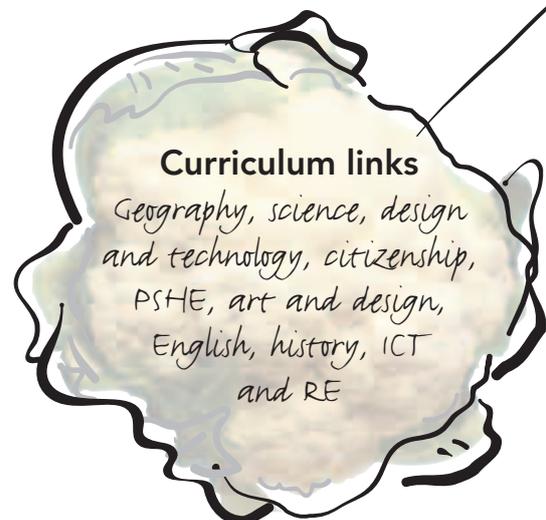
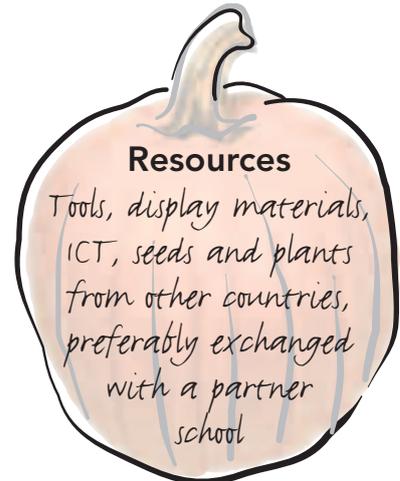
Look at the picture of the global learner that you developed in Activity 1. If you want your learners to develop the same skills and attributes you visualised, what kind of learning experiences will they need to have?

In small groups, share ideas about the kinds of compelling learning experiences that would benefit your learners. Learners need to try new things and meet new challenges to help them understand the global dimension. Here are some suggestions:

- ➔ performance – through drama, choirs, orchestras, public speaking and sports
- ➔ taking responsibility – undertaking leadership and support roles in events and activities such as sustainable approaches to managing the school site, peer mediation and 'buddy' programmes
- ➔ collaborating and participating in events – such as mini-enterprise activities, environmental or history projects, clubs and visits, community action, student council, students as researchers and school newspaper
- ➔ encountering challenging and unfamiliar contexts – such as residential and community-based work, work-related learning and working with professionals and experts
- ➔ working in partnership with schools and learners around the world.

If you need inspiration, look at the case studies in this guide or contact any of the organisations listed on pages 42–45. The key to success for many of the case study schools was to make the global dimension learning experiences an integral part of their curriculum.

The following example shows how one school helped their learners to understand differences, similarities and connections with places far away, by creating a school garden with a partner school. You could use a mind map approach to plan a learning experience to suit the needs of your learners.





The same compelling learning experience takes place in England and Japan.  
See case study 8 for further information.

### People

Learners, teachers,  
non-teaching staff,  
parents, partner-school  
peers, supporting  
organisations  
and businesses

### Time

Half-term focus in lessons  
plus six Monday afternoons

### Quality and standards

Checks against our  
outcomes for global learners  
(Activity 1), feedback from  
peers, self-assessment

### Other dimensions

identity and cultural diversity,  
healthy lifestyles, sustainable  
development

### Teaching and learning approaches

Instruction, enquiry,  
investigation, active  
experience, independent  
research, observation

Choose one learning experience and think about:

- ➔ What resources would be required – time, staff, equipment, space and learning materials?
- ➔ What teaching and learning strategies will you use? Would this learning experience be most effective if it was organised for a group of children, one class, a whole year group or for the whole school?
- ➔ Which subjects and themes (dimensions) will be covered?
- ➔ What quality measures will you need to evaluate the experience?
- ➔ How might you build on this learning experience to further develop the knowledge and understanding, skills, attitudes and attributes of your global learners?

### Compelling learning experience: Creating a school garden with a partner school



# 3

## How well are you achieving your aims?

### Activity 3: Has the learning experience made a difference to learners?

Explore different ways to evaluate your compelling learning experience to see if it has made a difference to your learners.

#### Activity instructions

Design an evaluation tool to measure learners' skills and attributes before and after their involvement in the learning experience. Work in small groups and be creative! Think about using video, vox-pop interviews, surveys, diaries, creative writing, pictures or modelling work to demonstrate what your learners gained from the experience. Don't forget to plan in time to analyse the information you collect.

Here are some examples of evaluation tools.

Global learning skills chart							
Low score	1	2	3	4	5	6	High score
Lost confidence							Gained confidence
Worked on my own with difficulty							Found working on my own easy
Found working with a group difficult							Worked easily as part of a group
Found contributing to discussions difficult							Contributed easily to discussions
Expressed my own opinion with difficulty							Expressed my own opinion easily
Found listening to other people's opinions difficult							Listened to other people's opinions easily
Found challenging opinions difficult							Challenged my own/other people's opinions easily
Did not negotiate well							Negotiated well
Did not make decisions							Made decisions
Did not reflect on ideas							Reflected on ideas
Did not make a difference							Made a difference

Source: *Get global! A skills-based approach to active global citizenship*, published by ActionAid, 2003



### Collecting people's views

**Groups you want to collect views from:**  
(for example learners, parents, governors, Ofsted)

What information do you want from them?	How are you going to collect this information?	When are you going to collect this information? How often?	How are you going to analyse it to extract key messages?

### Reflect on your activity

Does your evaluation tool:

- ➔ involve learners, colleagues, and members of the wider community?
- ➔ have a built-in mechanism for assessing ongoing progress?
- ➔ have the flexibility to build on the unexpected?

How often will you use it?

At what points would it be good to analyse the information?

How could the learners be involved in helping with the analysis?

Who are you going to share the information with and how?

# Case studies

## Seeing the global dimension in action

**These case studies show the practical approaches different schools have taken to planning and integrating the global dimension into their curriculum. Whether yours is a primary, secondary or special school, these stories will offer inspiration and some practical tips for developing the global dimension in your curriculum.**

**Each case study illustrates the school's answers to the three key curriculum questions:**

**1**

**What are you trying to achieve?**

**2**

**How will you organise learning?**

**3**

**How well are you achieving your aims?**

Many of the schools featured share common aims. All are keen for their learners to make sense of complex global issues, to explore the interconnections between the local and the global, to share experiences with people from diverse cultures and to enable learners to participate in school and beyond as active and responsible global citizens.

Schools have organised global learning in a range of ways. Some develop joint curriculum partnerships with schools in other countries, others organise separately timetabled global activity weeks, some revise their schemes of work to include a global dimension across subjects or topics. Despite these diverse approaches, schools report remarkable similarities in their achievements.

Many schools report increased pupil ability to challenge their own perceptions about controversial issues and to explore diverse viewpoints. Others describe the work as having a positive impact on learners' outlooks and confidence. In particular, learners who are given the chance to speak out about important issues at school, at local and national level, develop a belief that they have a positive and important role to play in the wider world. Schools involved in long-term partnerships report increased ability in learners to communicate with people from a range of cultures, to consider issues from other people's perspectives and to question their own beliefs. Others have found that the direct and personal nature of school partnerships helps pupils to begin to see the world as one place, not separate parts, and to develop confidence in themselves as global citizens.

These achievements do not come without challenges – as teachers in these schools have discovered. Some teachers find that pupils respond to discussions around global issues by giving answers that they think are 'right', for example 'we should all buy fair trade goods'. Pupils may feel overwhelmed by the sheer scale of issues being discussed, which can lead to a feeling of helplessness. An immediate response by learners to global problems may be to fundraise to help others. While fundraising can play an important role in developing learners' life skills, it can also promote a simplified analysis of the need to throw money at problems, and lead to 'us and them' attitudes. Good global learning involves pupils thinking critically about issues from a variety of perspectives, discussing a range of solutions and building awareness of positive change, how it occurs and how individuals can contribute.



Hove Park School receives DCSF International School Award

### Hamsey Green Junior School, Surrey

Make changes in your school's daily life and tackle some of the world's biggest problems.

-  ActionAid, British Council
-  DCSF Teachers' International Professional Development

### Ingleby Mill Primary School, Stockton-on-Tees

Challenge perceptions of other cultures through school linking.

-  Oxfam, Link Community Development (LCD)
-  Foreign Language Assistants

### Shaw Wood Primary School, Doncaster

Immerse learners in other languages and enrich their knowledge of new cultures.

-  Pygmalion, British Council
-  Comenius, Foreign Language Assistants
-  DCSF International School Award

### Wyche Primary School, Cheshire

Develop learners' voices and their desire to tackle wider-world problems.

-  Cheshire Development Education Centre, Oxfam

### Deptford Green School, Lewisham

Build global citizenship skills through maximising pupil participation.

-  British Council
-  Comenius, DFID Global School Partnerships, Foreign Language Assistants, International Placements for Headteachers

### Langdon School, Newham

Empower young people to become agents for positive change.

-  ActionAid, British Council, Global Campaign for Education
-  Dreams + Teams, Foreign Language Assistants

### Leigh City Technology College, Kent

Use vertical tutor time to explore challenging global issues.

-  ActionAid, British Council
-  Anglo-French Programme, Foreign Language Assistants

### Chopwell Primary School, Gateshead

Connect with real people and places through information technology.

-  Japan21, British Council
-  DCSF International School Award

### Deedmore School, Coventry

Enable children with learning difficulties to explore other cultures through sensory experiences.

-  Link Community Development

### Hagley Primary School, Worcestershire

Change learners' attitudes towards other cultures through a global partnership.

-  British Council, University of Worcester
-  Comenius, DFID Global School Partnerships

### Kigulya Primary School, Uganda

Develop confident, literate learners through linking with a UK school.

-  Link Community Development, British Council
-  DFID Global School Partnerships

### Hove Park School, Brighton and Hove

Relate issues like sustainability and injustice to real people and places through global partnerships.

-  British Council, The Fiankoma Project
-  DCSF Teachers' International Professional Development, Comenius, DCSF eLanguages, Foreign Language Assistants
-  DCSF International School Award

### Hornsey School for Girls, Haringey

A one-off Peru Day turned into a fruitful long-term relationship for staff and students at Hornsey School for Girls.

-  British Council
-  Comenius, DCSF International School Award, DCSF Teachers' International Professional Development, Foreign Language Assistants

### The Ridings High School, South Gloucestershire

A school develops international relations with the help of expert partners.

-  British Council
-  DCSF Teachers' International Professional Development, School Linking Visits, International Placements for Headteachers, Foreign Language Assistants, Fulbright UK/US Teacher Exchange
-  DCSF International School Award

Find out about funding opportunities at [www.globalgateway.org/funding](http://www.globalgateway.org/funding)

#### Key

-  Partner organisations
-  Funding scheme
-  Award

# Linking classroom learning to positive action

## What did the school want to achieve?

Staff at Hamsey Green Junior School were concerned that children were not learning enough about big global issues. Much of the curriculum was limited to the UK, and although events such as Red Nose Day touched on global issues, they were not followed up in lessons. The Deputy Headteacher, Linda Etheridge, had just returned from an ActionAid visit to Chembakolli in India and wanted to bring issues like sustainable development and poverty to the children's attention. In addition to building a more global curriculum, staff also hoped to engage the children in participatory activities that developed their critical thinking and enquiry skills.

## How did the school organise learning to meet its aims?

In 2006 the school heard about the Global Action Schools project set up by the charity ActionAid. The project helps schools integrate global issues into the classroom and find ways of contributing to a more sustainable world.

Linda attended a training session about the project's learning methodology, 'learn, investigate, act'. 'Learn' introduces pupils to the issue, for example climate change and its impact on global poverty in countries

like Bangladesh. During 'investigate', learners look at their own school, for example measuring the amount of energy it uses. The third step, 'act', helps learners think about what concerned them most from their investigation, what they would most like to change in their school and how they will go about it.

Back at Hamsey, teachers decided that the school assembly would be the most effective way of implementing the 'learn' aspect – raising awareness of global and sustainability issues like fair trade and climate change. As Emma Savage, year 4 teacher, explains, 'Our approach can be summed up as "assemblies outwards". Parents come in on Fridays so the message travels quickly. We've done a massive amount on human rights, global warming, rights and responsibilities to name a few.'

In one such assembly, a year 5 class raised awareness about the links between climate change and global poverty. After the assembly children investigated energy use across the school and then developed a school poster campaign encouraging people to switch off lights.

Children collaborated with their peers in Global Action Schools across seven other countries via online discussion

forums. As a result, some classes chose to investigate where the school's food comes from. They worked with the school cook, investigated suppliers, costs and pricing, and used their research to help introduce fair trade products in the canteen.

## How well is the school achieving its aims?

Teachers report that almost all the children have been engaged and motivated by the wider range of global learning experiences on offer, and are beginning to appreciate the importance of sustainable resource use – particularly through saving energy within the school and introducing recycling. Many children are so inspired that they stay on after the end of the day to complete activities.

The opportunity to learn in different ways and with new audiences has deepened the children's understanding of the wider world. 'They have had to find ways of doing things that they've not done before. When they had a discussion with a Thai school, they had to think quickly and concisely to communicate the main messages,' says Vicky Philips, who teaches year 6.

Children have also developed a wide range of problem-solving and

## Hamsey Green Junior School

Hamsey Green's 'assemblies outwards' approach introduces global issues during assembly time, using them as a starting point for classroom learning that can be applied to real life.



*Hamsey Green Junior School whole-school assembly*

workplace skills. They have gained marketing, costing, and people-management experience, as well as decision-making skills surrounding issues of pricing fair trade food in the canteen.

The Global Action Schools project has also had a positive impact on everyday school life. 'We have a more united school,' says Linda. 'Both

teachers and children know they can make a difference.'

### **What does the school plan to do next?**

Hamsey Green is embarking on an extensive evaluation process with ActionAid, and lessons from this will be incorporated into a revised school curriculum. Meanwhile, teachers involved in the project are

sharing lessons learnt with staff across the school via training sessions, and have been involved in creating a global learning portfolio – a shared curriculum resource containing schemes of work suitable for all year groups. The school is also applying for the DCSF International School Award (Intermediate) to receive accreditation for its work.

# Local to global



Ingleby Mill Africa Week display

## What did the school want to achieve?

Ingleby Barwick, in the leafy, suburban outskirts of Stockton, is said to be Europe's largest private housing estate. As acting Deputy Headteacher Liz Shaller explains, it would be easy for a school in such an environment to become cut off from the wider world. 'The nature of the area that we live in could encourage an insular world view,' she says. 'With few ethnic minority families here, we aim to broaden pupils' horizons and encourage them to experience other people's perspectives.'

The school wanted links with the local and the global community to be an important part of its mission and ethos, and staff decided to include learning about global issues as part of everyday teaching.

## How did the school organise learning to meet its aims?

In 2001, as part of Link Community Development's (LCD) Global Teacher Programme, Liz went on a teaching exchange to Ayuusi-Yine Primary School in a remote part of northern Ghana. After her return, a staff working group planned the curriculum using the Oxfam guide *Education for global citizenship* as a template. Each year group now has a written scheme of work that builds and extends the children's knowledge and understanding of global issues, and makes them reflect on their skills, values and attitudes.

Frances Smith, a reception teacher, reflects: 'At first we felt that global



Ayuusi-Yine pupils

## Ingleby Mill Primary School

### Linking with schools abroad makes learning about global issues more vivid and broadens pupils' outlook.

issues would be too challenging for key stage 1 pupils, but we have addressed this through focusing on awareness of self and others, exploring similarities and differences and listening to others'. By key stage 2, children are ready to move on to more challenging concepts. They look at the unfairness that exists in the world and investigate current global issues. As part of this, all children take part in Send My Friend to School activities each year.

All the children are involved in the school's link with Ghana, which plays a key role in their global learning experiences. Liz believes that both northern and southern participants benefit from the link. 'While it is very difficult to have an equal partnership with a school in such a remote, poverty-stricken area,' she acknowledges, 'it is what we all strive for. We develop activities and materials together which focus on our similarities as well as differences'.

A yearly postcard exchange, facilitated by LCD and focusing on topical issues, takes place between the schools. Three Africa Weeks have been held, incorporating global issues into every aspect of the curriculum from art and craft to maths and big business.

#### How well is the school achieving its aims?

Teachers feel the broad range of global learning opportunities they now provide across the curriculum has



*Ayuusi-Yine pupils receive letters from Ingleby Mill pupils*

opened up learners' minds and made them aware of their interdependence with the wider world. The direct links with another country have broken down stereotypes and made a big impact on both children and their parents.

'Children here gain a huge amount from the link,' reflects year 6 teacher Gillian Forbes. 'This includes greater knowledge and understanding of another culture, developing global citizenship skills and further insight into the geographical features of another country.'

Participating in pupil-led activities such as Send My Friend to School has developed the children's critical thinking and communication skills and has given them a sense of empowerment – particularly when their views are listened to and acted

on. Local MP Dari Taylor has visited the school three times, heard pupils' views about children's right to go to school, and delivered letters on their behalf to the prime minister.

#### What does the school plan to do next?

Staff plan to work with Ayuusi-Yine and LCD to develop a partnership agreement. The aim is to have an open dialogue between the two schools so that they understand the partner school's expectations and can define their own contributions.

Ingleby wants to set up links and share best practice with other schools in its local area that are also twinned with Ghanaian partners. Within the school itself, the teachers plan to keep the work innovative by looking for new ideas and issues to use in the classroom.

# Citizens of the world



*Pupils investigating Ghana*

## **What did the school want to achieve?**

A few years ago Shaw Wood was a fairly insular, close-knit community school in South Yorkshire. 'We were an ex-mining community which looked inwards rather than outwards. Pupils were achieving poor results,' recalls Headteacher Paul Prest. The majority of children at the school had little understanding of the world beyond the local community. 'We

needed to broaden our pupils' horizons,' continues Paul. 'To recognise that different cultures and ways of life exist, and to explore other people's perspectives.'

## **How did the school organise learning to meet its aims?**

Teachers began debating how to incorporate global issues into learning across the curriculum. They were keen to immerse learners in other cultures

and experiences, and decided to develop links with schools in Spain, Japan and Ghana. Languages were vital to the school's approach, and each child could choose between Spanish and Japanese.

Patrick Corroll, the school's International Coordinator, explains that the first link was with a Spanish school, to help children think of themselves as European citizens. 'The

## Shaw Wood Primary School

### One school's look at global issues has led to a genuine understanding of global interdependence.

children then thought about being world citizens through linking with the school in Japan, and then we felt ready to explore our role as "wider-world citizens" and some of the issues facing developing countries like Ghana.'

Teachers at Shaw Wood trialled cross-curricular themes with their classes. Year 3, for example, worked on an 'exploration and discovery' topic relating to the British Empire. Working with a Ghanaian partner school, children examined letters and other evidence relating to the slave trade and British rule and explored the 200th anniversary of the abolition of the slave trade. At both schools, children debated perspectives that they had not previously considered, and challenged their own perceptions.

In 2006 the school became involved in a global citizenship curriculum project. Participating schools were asked to pilot innovative projects to integrate global citizenship across the curriculum.

The next step was to develop a global challenge for learners. Year 4 children, teachers and parents decided to find out about chocolate – how it is grown, manufactured and distributed, and the impact this has on cocoa bean farmers in a developing country like Ghana.

This project extended well beyond the classroom. The children wrote to manufacturing companies to obtain information, created leaflets for their parents and developed a school poster campaign. They then communicated what they had learnt and felt about fair trade to their peers at Konadu Yiadom, their link school in Ghana.

Patrick Carroll emails his colleague Solomon in Ghana at least twice a week. 'We both found that by using the chocolate theme children in each school learnt about so many global issues they had not even considered in relation to the manufacturing and producing of fair trade products.'

#### **How well is the school achieving its aims?**

Shaw Wood is described by Ofsted as having 'first class international links' that 'provide pupils with excellent opportunities to broaden their experiences.' 'Staff and children believe anything can be achieved,' says Paul. 'If there's a hurdle, children instinctively think "let's find a few ways over it" – an unbelievable change from a few years ago.'

Teachers feel their approach to global learning has had a positive impact on children's understanding of the wider world. They recognise that what they do affects others, and what others do affects them. The curriculum project has also increased children's



*Pupils investigating Ghana*

confidence: 'When you tell more people about things, it changes. Like fair trade: when more people know about it, it can help other people far away,' says one pupil. Shaw Wood also achieved the full DCSF International School Award in 2007 in recognition of its successful integration of the global dimension.

#### **What does the school plan to do next?**

The school intends to develop a global dimension across the whole curriculum. This will include PE, RE, PSHE, citizenship, Spanish, Japanese, science and mathematics.

Shaw Wood is also developing a virtual learning environment to improve communication with schools in other countries. Children will be able to communicate safely, uploading and downloading pictures, videos or documents.



Global learning posterboard

# Every Child Matters

## What did the school want to achieve?

In January 2003 Wyche Primary School was moved into special measures. The current Headteacher, Deana Aldred, was appointed in 2005. 'When I first came here,' she says, 'it was easy for teachers to feel de-skilled and to lack in confidence. I felt we needed to bring in something completely new to lift spirits and improve motivation'.

Wyche wanted to empower children to make a difference in their learning, their school, their community, and the world. It also wanted to tackle underachievement and raise standards, in part by valuing children's personal needs and development as much as academic success. 'Literacy and numeracy strategies on their own wouldn't do the trick,' expands Deana. 'Bigger issues needed to be resolved and we hoped global learning would help us to look out rather than in. We liked the idea of starting with the personal and moving out to the global.'

## How did the school organise learning to meet its aims?

Wyche made Every Child Matters the basis of school improvement and developed a whole-school global

learning programme to facilitate it. Wyche worked with Cheshire Development Education Centre (CDEC) to develop a project called 'Aiming High.' They began by matching the school's aims to the five outcomes of Every Child Matters, focusing particularly on 'Enjoying and achieving' and 'Making a positive contribution'. They then integrated global learning into the school development plan and set about embedding it across the curriculum.

PSHCE and citizenship have been reorganised into a series of themed days including 'Children's rights', 'Food and fair trade' and 'Refugees'. 'The "Food and fair trade" day was great fun,' explains a year 6 child, 'and everyone learnt to think before they buy something at the supermarket. We made fair trade T-shirts and wrote letters to shops to ask them to sell fair trade goods like bananas and footballs'.

Whole-school activities such as assemblies also promote active global learning. Children decide on assembly topics and regularly invite CDEC in to facilitate them. They recently requested an assembly to address 'What is poverty?' and want

to extend their thinking to explore questions like 'Are poor people less happy?' and 'How do people grow in poor countries when they haven't got much food?'

New teaching and learning methodologies have been introduced to improve levels of consultation with children, supporting them to express their views, consider other people's views and make informed choices. A child in year 6 sums it up as follows: 'When you start to listen you can get a bit wiser and more independent. You can sort out different problems by interacting with people'.

## How well is the school achieving its aims?

The school has successfully reorganised learning to enrich the curriculum, enhance creativity and fun, and raise self-esteem and standards. Wyche has challenged stereotypes and discrimination.

Ofsted's 2007 report noted that 'Students' spiritual, moral, social and cultural development is outstanding... the care and consideration they show to others, as well as their appreciation of other's needs, demonstrate maturity beyond their years'.

## Wyche Primary School

Using outside expertise helped Wyche Primary to make learning start with the personal and move outwards, developing learners' voices in the process.



*Learners design a posterboard to demonstrate their global learning*

Standards have been raised by drawing on the school's vision of empowering children and using outside expertise, including CDEC and Oxfam, to link individual learning to global contexts. As Helena Ward, the school's PSHCE coordinator, notes, 'Every child really does matter here. Their voices are listened to and they make big decisions in school. And this is why they feel they can make a difference to the world'.

### **What does the school plan to do next?**

In 2008 PSHCE Days will explore the United Nations eight Millennium Development Goals. Wyche's eco-committee is already investigating how to link its school-based activities with Millennium Development Goal 7, 'Ensure environmental sustainability'.

All staff will receive on-the-job training in 'Philosophy for Children',

and Tuesday afternoons will be set aside for pupil-led discussions as part of this.

Global learning, concludes Deana, 'is so important, because it will stay with children. It's never finished or self-contained, and we're always learning from the unexpected. If we can help children to feel safe and happy and to question everything, it will take them everywhere'.

# Global citizenship school

## **What did the school want to achieve?**

Staff at Deptford Green School were looking for a sustainable, innovative and holistic way to address the specific social issues the school's demographic presents: the school is in an area of significant social deprivation, and many students are entitled to free school meals, come from minority ethnic backgrounds or have learning needs or disabilities. Deptford Green was already a humanities specialist school, so staff decided to incorporate global citizenship across the school – and to campaign to be the first UK school with citizenship specialist status.

'We wanted to empower young people to become critical agents of change,' explains Lee Faith, Head of Citizenship. 'To develop a shared vision and ownership of the school based on human rights; to promote and advocate social justice within our wider community and the world. Including citizenship within our school's specialism was essential to achieving this.'

## **How did the school organise learning to meet its aims?**

Pupil participation and ownership of projects is crucial to the school's citizenship aims. Over the past two years pupils in years 7 to 9 have set

up and run a fair trade tuck shop. With the support of the citizenship department they have developed this idea further by campaigning to become a fair trade school. Several pupils have set up a steering group and are working towards meeting the Fairtrade Foundation's criteria, which include writing and adopting a whole-school fair trade policy and ensuring the school is committed to selling, promoting and using fair trade products.

To foster students' role as 'critical agents of change' Deptford Green has pioneered using students as associate governors. 'Getting pupil representation at the highest level is important to our philosophy, ethos and future,' says Lee.

Developing global links has also played an important role in the schools' global citizenship programme. Since 2003 Deptford Green has been involved in an education partnership with St Kizito School in Uganda. The partnership develops students' global citizenship skills through collaborative projects and exchange visits.

Year 9 pupils in both countries were asked to represent a global dimension theme through a collective piece of art to be displayed at an

exhibition in Uganda. They chose sustainable development and transport as the theme, and produced a large piece of artwork that was presented at St Kizito school during an exchange visit in June 2007. They then worked with the St Kizito pupils, comparing the art techniques used and discussing similarities and differences in transport in both countries as depicted in the work displayed.

In addition, ten year 10 students took part in a Global Citizenship Exchange with students from St Kizito in June 2007. The students had a range of learning experiences including collaborative lessons on human rights, visits to an HIV/AIDS community project and an exploration of the local environment and issues facing local people. 'This experience has changed my life!' says one of the students.

## **How well is the school achieving its aims?**

Ofsted praised the school's 'pioneering citizenship programme,' which 'contributes significantly to students' outstanding spiritual, moral, social and cultural development'.

The global dimension promotes a more cross-curricular approach by focusing on concepts and issues rather than subjects. The link with Uganda,

## Deptford Green School

Gaining citizenship specialist status helped maximise pupil participation and develop global learning skills at Deptford Green.



*Expressing sustainable development through art*

for example, incorporated global issues into art. 'It made me think about the different facilities open to people in various parts of the world,' says one pupil. 'We understood how our actions affect others.'

'Linking with others from different cultures and backgrounds helped the students learn more about others, widen horizons and expectations, but most of all it taught students about themselves,' reflects Assistant

Headteacher Wendy Bisiker. 'I believe all who have been involved so far at Deptford Green and St Kizito in the curriculum project and the youth exchange have changed the way they think in some way.'

### **What does the school plan to do next?**

Deptford Green will host a return visit for St Kizito students in June 2008. The programme will mirror the visit to Uganda, with classroom time on

global citizenship themes, a trip out of London to see the English landscape and a range of cultural experiences.

The citizenship team is planning global learning for other curriculum areas, including music and the new science for the 21st-century curriculum. Above all, Deptford Green will continue to emphasise participation, giving students ownership of their work.

# Agents of change

## What did the school want to achieve?

Langdon School serves areas of significant economic deprivation, with students from a wide range of academic and cultural backgrounds. Its students felt overwhelmed by the scale of global poverty and struggled to see how they could make a positive difference.

The school's previous approach to global learning was fragmented: although topics like sustainable development and human rights were taught in individual subjects, there were no meaningful links across the curriculum. As Assistant Headteacher Vince Doherty explains, 'We wanted to raise students' awareness of themselves as global citizens. Not to live in a bubble, but be part of something far bigger. We value what young people think and what they can actually do to make a difference to themselves and to people living far away.'

## How did the school organise learning to meet its aims?

Staff at Langdon developed separately timetabled activity weeks, during which students would link learning about global issues with their role as active world citizens.

In 2005 the school took part in Send My Friend to School. Supported by organisations like ActionAid and Comic Relief, students learnt about the 80 million children globally who

miss out on schooling. In one activity, students made hundreds of paper 'buddies' to represent these children, which they sent to world leaders.

Many students began spending a lot of time researching and working on the issue. They signed up to the Langdon volunteering register, which has around 60–70 students each year who help in many ways from tidying up or showing visitors around to taking part in campaigns. Several students on the register were then

chosen to launch the Make Poverty History campaign in London's Trafalgar Square in February 2005, sharing the stage with Nelson Mandela and speaking to over 20,000 people about the importance of education.

Teachers have built on the project's success by developing similar projects across geography, humanities, citizenship, PSHE and RE programmes. The citizenship department has focused on



Year 10 learners address crowds at Trafalgar Square



Students meet Nelson Mandela

## Langdon School

Involving students in world events and campaigns brings global learning to life at Langdon School in London.

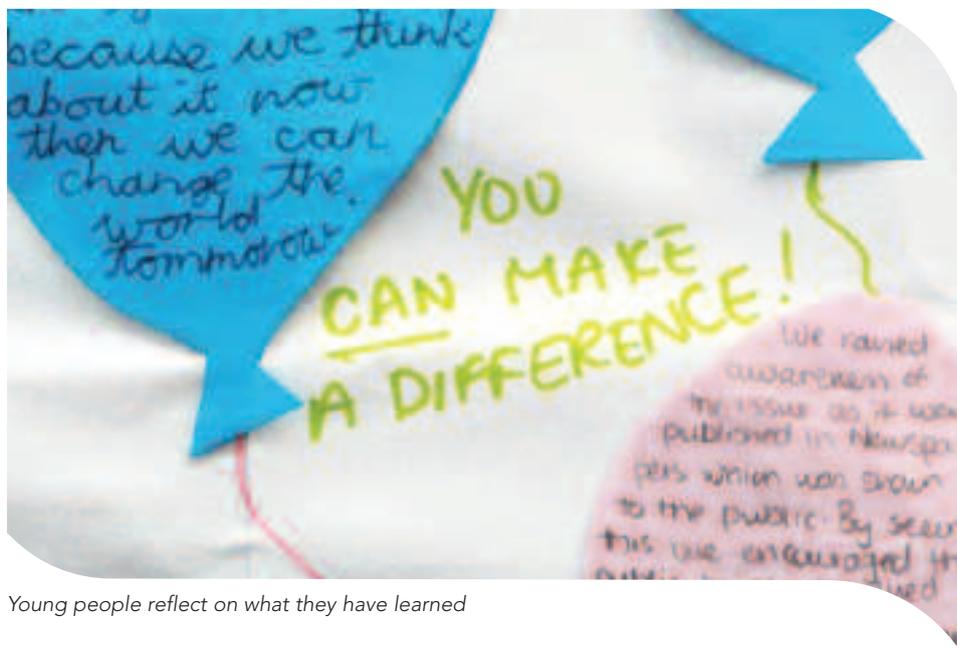
developing learners' life skills including self-confidence and critical thinking. 'Citizenship can be a long journey for students who never leave Newham,' reflects Citizenship Teacher Amir Shah. 'We don't always expect our students to act on issues. It's just as valid to think about an issue as long as they are engaging critically and creatively.'

### How well is the school achieving its aims?

Langdon received an outstanding Ofsted report in 2006, which highlighted its citizenship programme's 'valuable engagement with the local and international community.'

Send My Friend to School was the catalyst for engaging large numbers of students in global learning and participation. Students' awareness of other people's lives has increased, as has their sense of self-worth and confidence. As one pupil said, 'This experience has shown me what is important. It doesn't matter that I'm young; it's still possible for me to change things.'

Other opportunities have opened up. Students won the J8 Global Citizenship competition in 2005 and have been runners-up since. Over the past three years students have lobbied Tony Blair, Gordon Brown and members of the European Parliament. They have appeared in



Young people reflect on what they have learned

education films, media articles and have even joined Nelson Mandela in Mozambique.

For Amir, one of the most satisfying outcomes was students choosing to participate as active citizens, rather than being forced to participate. Fourteen-year-old Caroline Gray recently won an Anne Frank Award for her 'great personal strength, moral courage and determination to stand up for what is right.' Caroline set up her own charity to raise funds for children in Nepal to go to school. She cites classroom experiences as her greatest inspiration: 'I've become more considerate. It's made me realise how lucky I am, how I was just trundling along at school, getting on with my own life, in my little bubble. Now, newspapers are saying I'm an "Action Hero"!'

### What does the school plan to do next?

Over the past three years Langdon has found space for students to learn and act on global issues outside their usual timetabled lessons, and has achieved fantastic results. With the secondary curriculum review now in place and its emphasis on unifying, thematic dimensions such as 'sustainable futures and the global dimension,' staff at Langdon are preparing to include global learning across the whole curriculum.

'We want our curriculum and school ethos to reflect some of the major challenges facing society and the significance these have for our learners,' says Vince. 'We want to integrate the global dimension as a theme which links subjects, events and our school ethos together.'

# Global problems, local solutions



Learners reflect on the difference they have made

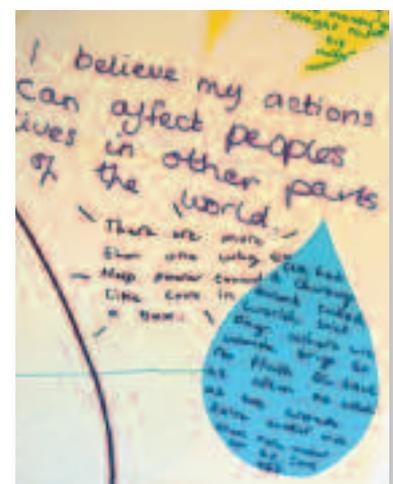
## What did the school want to achieve?

The Leigh City Technology College was keen to give students a broader understanding of the world. Most of them are white British and, like many young people, their world view is limited to their local surroundings. 'Students here can be very insular,' explains Assistant Principal Karon Buck. 'I wanted them to have more global understanding and to make the rest of the world real to them. To plant a seed and watch it grow into something bigger.'

Overall, teachers at the school wanted students to be aware of their impact on people and environments locally and globally, to envisage their role in creating a sustainable future and to create innovative ways of linking their learning to responsible action.

## How did the school organise learning to meet its aims?

Staff wanted to develop a participatory, student-led approach to learning. They decided to use vertical tutor time to give students the opportunity to really learn and investigate the roots of



important issues like climate change or fair trade. A vertical tutor group has

## The Leigh City Technology College

**Using vertical tutor time to mix age groups and cross subject boundaries helped students at the Leigh City Technology College get involved with schools and events around the world.**

five students from each year group, including the sixth form. All students receive five 50-minute lessons a week in tutor time, one of which is devoted to global learning.

Karon's aim was for students to use this time to explore connections between their own lives and people living far away, and to investigate how they could make a difference. At first there was some resistance from both students and teachers to mixing age groups, but both have found positive outcomes. 'The year 7s bring in new ideas from primary school, and we help to make them into bigger ideas,' says a year 9 pupil. 'And when some of the sixth formers in my class came back from a trip to India they told us what it was really like. We ended up getting involved with World Aids Day and World Water Day to link everything up.'

During tutor time, students used creative techniques such as 'issues wheels' to investigate global issues from different viewpoints and generate discussion about the part their school can play in finding local solutions to global problems like climate change. An issues wheel is an activity to categorise issues: whether they are economic, social or environmental; whether their impact is local, national or global. The activity generates discussion rather than definitive answers. 'The more I learnt, the more surprised I was about how little our school does for the environment,' says a year 10 student.

'We leave computers on and the lights on and we use loads of gas in science. Now, we've got recycling in every classroom.'



Staff used ActionAid's Global Action Schools project to explore different opinions and places, develop critical thinking and enquiry skills, and enrich students' personal development. Students developed web pages and joined in online chats and forums to find out what pupils in other countries were learning and doing. 'We had a video conference with a Polish school,' says one student. 'I was surprised to hear about how different their school rules are to ours. We've all been learning about climate change and fair trade, and we realised we'd come up with similar ideas even though our cultures are quite different!'

### How well is the school achieving its aims?

Since the project, teachers have noted an increase in students' environmental and cultural awareness. Students began to think about the difference they could make in their own school to contribute to sustainable development, for example reducing the amount of energy used, the food consumed and

the paper wasted. As a result of student pressure, all classrooms now have paper-recycling bins. This increased awareness has also led to a hands-on interest in global issues and other cultures.

Some post-16 students who visited India in 2006 are now organising a fashion show with the retail chain Monsoon to raise awareness of fair trade within the local community.

Through the project, teachers have also developed a style that helps students learn independently. Vertical tutor time has given teachers the flexibility to explore difficult issues that might normally be confined to particular year groups or subjects. 'Using vertical tutor time has prepared teachers for project-based learning,' says Karon. 'The process of letting the kids be in charge of their own learning has been very important.'

### What does the school plan to do next?

A move towards project-based learning during curriculum time is under way. The plan is to introduce a more coherent approach to curriculum planning with subjects like geography, citizenship and design and technology working together. The use of cross-curriculum dimensions such as 'global dimension and sustainable development' and 'community participation', as outlined in the new secondary curriculum, will support this.

# Linking LIVE, linking lives

## **What did the school want to achieve?**

Chopwell Primary School wanted to embed global learning into school life in order to increase awareness and tolerance of other cultures. As Headteacher Bernadette Fellowes-Pryne explains, the children's socio-economic circumstances limit their opportunities for travel outside the village: 'They had little or no exposure to other cultures and rarely had their ideas or assumptions questioned.'

Further motivation for change included poor standards of achievement at Chopwell and the need to improve the quality of teaching and learning. 'We hoped that a link to a school in a far away place would lift our community and inspire learning,' says Bernadette. 'In the past, we've been criticised for poor results, and we wanted something to enable pupils to communicate using a variety of writing genres, gain understanding of the similarities and differences between different cultures and challenge stereotypes by communicating and sharing ideas with children in another country.'

## **How did the school organise learning to meet its aims?**

In 2006, Chopwell contacted the British Council, which suggested they work

with the educational charity Japan 21 to create a link with a Japanese school. Japan 21 made the initial introduction between Chopwell and Amaji Elementary School and then provided ongoing support and advice. Both schools opted to use the structured learning network Japan UK LIVE! as an online tool for communication. Protected access to this website allowed teachers to organise learning around a series of structured themes, including the environment, homes and houses, and food and health.

Live meetings were arranged for children to communicate via talkboards, and they uploaded photographs, films and letters. The only equipment the school needed was a web camera and microphone. Children at the two schools chose pen friends, and swapped bookmarks, photos, letters and presents.

Staff at both schools worked together to improve learners' literacy skills by providing opportunities for children to write in a range of styles – letters to pen friends, recipes and traditional tales. 'We wrote a story first and sent it to Amaji,' says Kirsty Griffiths, a child in year 6, 'and they did manga drawings. They are like cartoons that show their feelings. Then, they sent us "Peach Boy"

[a story] and we did the mangas. It helps us to get more expression in our writing!'

The link with Amaji is now integral to life at Chopwell. Teachers from both schools have visited each other, and the children are playing an increasingly active role in its development. The environmental theme, for example, enabled children to move quickly from sharing ideas about issues such as climate change to thinking about ways of reducing their own schools' carbon footprints. Sharing ideas and pictures of themselves taking action via the website got instant results:

'Hello my name is Kirsty. In our school we save energy by turning off all the lights when we go out of a room. All the switches have stickers with a little light bulb cartoon saying "turn me OFF!" This is a photo of me saving energy and money! We also have energy monitors who go around the school at play time and lunchtime turning off any unnecessary lights. SAVE ENERGY! Turn out the light!'

## **How well is the school achieving its aims?**

The Japan UK LIVE! website has motivated children to communicate and there have been marked improvements in the standard of independent writing. The school's

## Chopwell Primary School

An online school-linking tool gives a whole new outlook to children at Chopwell Primary.



Amaji learners receiving picture books from Chopwell learners



Picture book arrives from Amaji school



Sharing ideas for taking action on climate change

national test results showed a big improvement in just one year. 'I am sure the link has a lot to do with it,'

says Bernadette. 'The children are so enthusiastic about coming to school now – each day is filled with excitement and unexpected events.'

Contact with Japan has given the children a sense of being special, and it has given classes involved a team spirit, because they are jointly involved in a successful project. 'Some of our children don't have much in their lives,' says Teacher Cristina Provaz. 'The link has really helped with self-esteem

because someone cares about them enough to write a letter and send a gift from the other side of the world.'

### What does the school plan to do next?

Chopwell plans to set up joint curriculum projects for all year groups. The next step in the Japan 21 project is to arrange exchange visits so that the children can explore and debate global issues surrounding rights and responsibilities.

# Personal to global

## **What did the school want to achieve?**

Deedmore is a special school for children with learning difficulties including challenging behaviour, autism and Down's syndrome.

'Working with children with learning difficulties presents many challenges as their lives revolve mainly around the concept of self,' explains Assistant Headteacher Kalvinder Rai. 'We wanted pupils to develop an understanding of the world beyond their own experiences.'

In addition, staff wanted to develop their own knowledge and confidence in how to plan and deliver global learning. They felt their existing schemes of work were limited and that they had little first-hand experience of life in other countries. Headteacher Yvonne McCall and her staff decided to bring a global dimension to existing schemes of work, audit their resources and take part in any external global activities that could extend and personalise experiences for children and staff.

## **How did the school organise learning to meet its aims?**

Through Link Community Development (LCD), Kalvinder spent five weeks in 2005 at Jeeja School in Uganda focusing on teaching literacy and numeracy in an interactive way. 'I wanted to experience teaching in a

different country and life in an African village. Then I aimed to bring my learning back, share it with staff, help create new resources and build pupils' understanding of their role in the wider world', reflects Kalvinder.

Before the placement, all staff took part in a review of current schemes of work. Schemes were redeveloped to include a global aspect to all topics. The new schemes particularly emphasised geography, music and art, and giving children sensory experiences of other cultures through use of artefacts, story telling and role play.

Following an audit of resources, the school bought and created additional materials, including photographs, videos and artefacts from Uganda. 'Artefacts worked really well,' says Kalvinder, 'particularly sturdy objects which pupils could handle such as masks, musical instruments, baskets. I also created presentations to accompany topics ranging from homes to journeys to school life. They all contained pictures of myself in various settings in Uganda. This made it easier for pupils to engage with a different culture because they could relate to me being there.'

All year groups were involved and each class worked on different topics. Some children recorded songs to

send to their peers in Uganda. They made and exchanged postcards, pictures and resources. Reception and year 1 children worked on 'My school, my local environment,' comparing and contrasting Deedmore and Jeeja at a very simple level.

Year 5 investigated customs, habitats and clothes in different African countries. Simple starting points were used, including visually rich storybooks such as *Handa's surprise*. Children were encouraged to taste fruits described in the story and then follow Ugandan recipes such as Ugali cornmeal porridge.

## **How well is the school achieving its aims?**

Continuous assessment shows that the children's awareness of the wider world has increased. Children have also started asking questions about other places and developing thinking skills.

However, the biggest lesson for staff has been to not underestimate the children because of their learning difficulties. 'At first I thought that because Africa was so far away from Coventry the children would have difficulty acquiring knowledge and the concepts I wanted them to grasp,' says Suzanne Kavanagh, a year 5 teacher. 'However, all the children

## Deedmore School

Using artefacts and photographs as classroom resources brought Africa to life for children at Deedmore School.



African art

were excited and motivated. We can see a development in their vocabulary and their thinking skills. They have taken pride in their work and are delighted when visitors express an opinion about their work.'

### What does the school plan to do next?

Next year Deedmore is looking to apply for the DCSF International School Award.

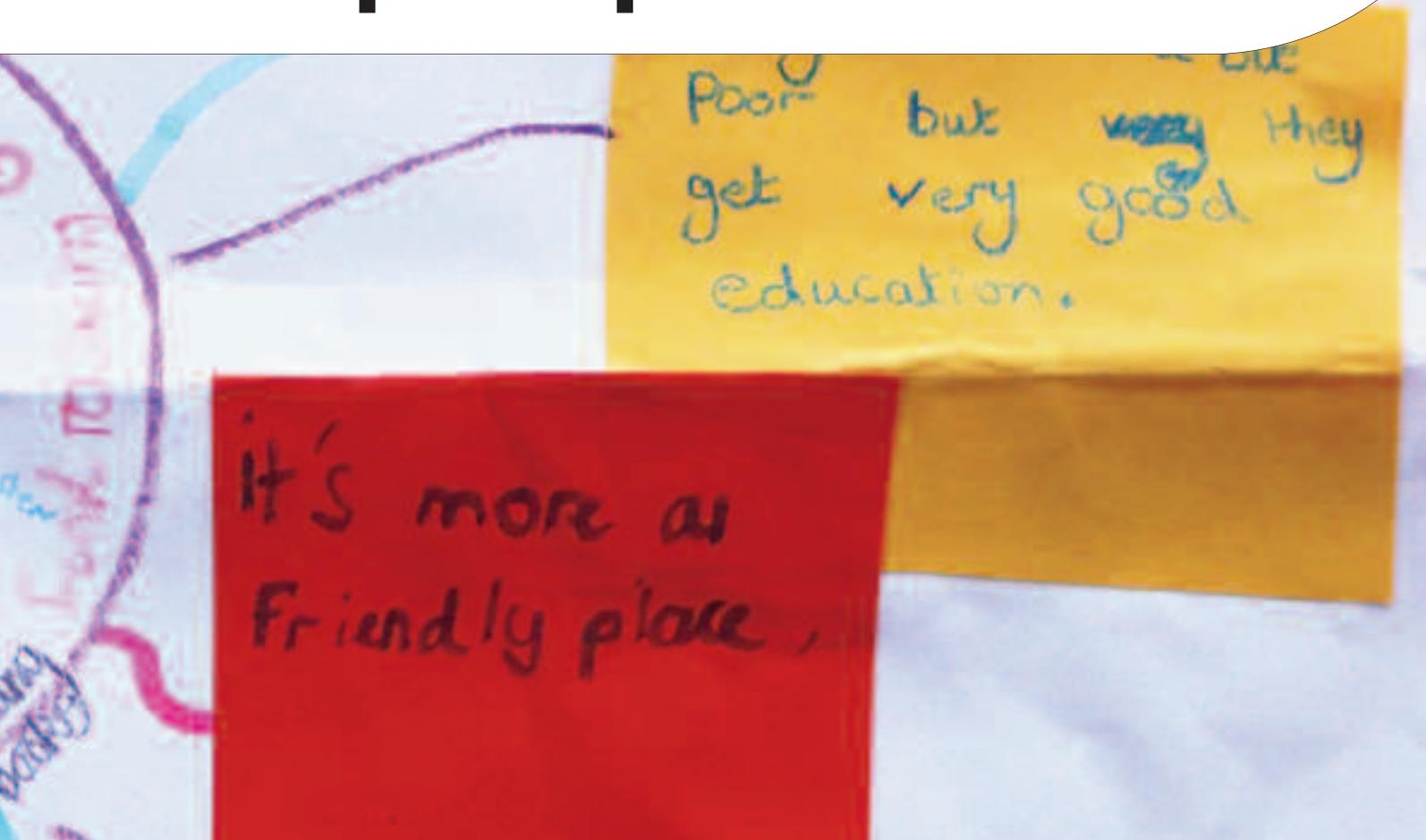
Staff will continue to review schemes of work and introduce the global dimension through cross-curricular topics. They also intend to make links with other schools and the wider community and to keep parents and governors informed of new developments.

## Teacher tips

### Creating global learning resources

- ➔ Artefacts help develop pupils' sensory experience of everyday life in other cultures.
- ➔ Use sturdy objects like masks, musical instruments and baskets that pupils can handle.
- ➔ Get pupils to take photographs of their own daily lives, school and local area.
- ➔ Work with pupils to create a 'big photo book' to send to the partner school.
- ➔ When visiting your partner school, take photographs of people's homes, journeys and classrooms with yourself in them.
- ➔ Use the photographs as a basis for developing presentations to introduce topic work.

# Learning from new perspectives



*Learner's reflections*

## **What did the school want to achieve?**

Hagley Primary School is in a largely affluent area. 'We felt it was important for our children to appreciate what happens in other parts of the world and to view it positively,' says Suzanne Shackleton, International Links Coordinator. Staff wanted the school to evolve into a well-informed community with a balanced understanding of global issues. Hagley's long-term aim was to become actively committed to reducing global poverty.

## **How did the school organise learning to meet its aims?**

Headteacher Kevin Bailey decided to

set up a curriculum-focused partnership with a school in Africa. 'We aimed to start with a manageable project involving a partner school in an unfamiliar place, to creatively use our similarities and differences to help staff and children look at learning from new perspectives.'

Hagley found a partner in Jan Jan Bureh Primary School in the Gambia. With support from the DFID Global School Partnerships programme, staff from Hagley visited Jan Jan Bureh early on to start building relationships. As Suzanne explains, 'Personal contact is key, especially when schools are without electricity

and the internet. Once we visit each other, teachers feel a new level of commitment to the partnership.'

The school wanted a joint global learning curriculum to be the focus of the partnership. Children have been heavily involved in designing four curriculum resources that explore the similarities and differences between life in the UK and the Gambia.

The children are encouraged to become independent, responsible learners who think carefully and make connections between local and global issues, as the following quote from a child in year 4 illustrates: 'Jan Jan

## Hagley Primary School

**Creating an equal, mutual partnership with a school in the Gambia has developed real global awareness in children at Hagley Primary School.**

Bureh School is on an island in the River Gambia, and it keeps getting flooded. They say it's because of global warming. We had floods in Worcester last month and we think it's to do with the same thing. So, we're going to send a text to the Gambia to see what we can do about it.'

Hagley has also set up a Gambia committee of 20 children from across the school. It recently had to deal with the tricky issue of fundraising when some children wanted to raise money for Jan Jan Bureh – both schools have learnt that such activities need to be mutual. Children at Hagley knew that Jan Jan Bureh children did not have pens, pencils and paper so each child donated a pencil-case. In return, the Gambian children made dolls, models and everyday utensils for children to use in school. This allowed children at both schools to recognise that the others are just like themselves – people who give and want to learn and share.

The partnership has inspired a cluster of other schools in Worcester and the Gambia to form links. Hagley and Jan Jan Bureh support these initiatives and offer tips.

### **How well is the school achieving its aims?**

Global learning is now an integral part of Hagley's identity. As Ofsted recently reported, it 'pervades the school's day-to-day life [and] as a result, students' cultural awareness is first rate.'

In an exercise set up by the University of Worcester to explore the impact of global partnerships, children from Hagley described the Gambia with positive words such as 'friendly' to balance negative words such as 'poor.' This was very different to the largely negative responses in schools without global partnerships. Hagley pupils also presented difference in terms of what intrigued them rather than from the perspective of fear, for example, 'I was surprised because they eat cereal in the mornings like I do'.

Teachers have also benefited, because the project encourages reflection and challenges values and

attitudes to education. Many have grown in confidence and demonstrated an ability to become involved in activities that would otherwise not have been possible. The wider community is also involved in the partnership: one parent re-created a Gambian town in the form of a huge piece of corridor art.

### **What does the school plan to do next?**

Hagley intends to invite more Worcester schools to create partnerships with the Gambia. It believes that reaching outwards and creating new opportunities will help maintain momentum.

## **Teacher tips**

### **Building successful partnerships**

- ➔ Start off with a small, manageable project.
- ➔ Work hard at developing a close and effective working relationship with the headteacher or coordinator of the partnership.
- ➔ Be clear about expectations for both sides of the partnership (draw up an agreement early on).
- ➔ Communicate regularly with your link school (text is a wonderful way if email is not available).
- ➔ Encourage staff, children, parents and the wider community to be actively involved.
- ➔ Plan activities and visits carefully but also have the flexibility to enable new ideas to evolve.

# View from Uganda



*Sharing ideas, stories and letters*

## **What did the school want to achieve?**

Kigulya Primary School started life in 1981 when local parents built two grass-thatched classrooms for their children. Today the school has seven permanent classrooms and 561 pupils. As with other schools in Masindi District, a rural area in mid-western Uganda, it faces a number of challenges, including a lack of teacher training, low teacher and pupil attendance, and poor pupil performance.

However, Headteacher Lillian Byakagaba was determined to improve attendance and academic performance. She hoped that a link to the wider world would motivate pupils to come to school. 'Our aim was to develop a link with a UK school to learn about another culture



*A class in Kigulya school*

and to motivate our children to want to learn,' reflects Lillian. 'We wanted to improve our pupils' literacy skills by communicating with real children about interesting issues from another part of the world. As teachers we aimed to develop our knowledge and skills by working on shared curriculum projects with English teachers.'

## **How did the school organise learning to achieve its aims?**

The opportunity to link with the wider world arose in 2003 when a peripatetic support teacher from Gloucester spent five weeks on placement with Kigulya. When the teacher returned to England, she looked for a link school for Kigulya. In



*Kigulya learning in action*

## Kigulya Primary School

### Sharing ideas, stories and letters improves literacy and motivation at Kigulya Primary School in Uganda.

#### Talking point

I have visited Kingsholm and learned lots of new things but it is sometimes hard for me to drive the partnership. Although I have changed my point of view, lots of people here think the same way. They look at tangible things like a new radio or television so when I come back from my visit they say to me 'so what have you brought back?' Sometimes we hear of local schools getting new things or money from their English partners so our teachers expect a lot from me. They do not see that new ideas are more important than objects.

**Headteacher Lillian Byakagaba, Kigulya School, Uganda**

**How can schools create equal partnerships based on learning and shared values?**

2004, Link Community Development (LCD) facilitated a link with Kingsholm Primary School in Gloucester. The partnership has also been strongly supported by both the district education office in Masindi and by the local authority in Gloucestershire, and has benefited from funding from the DFID Global School Partnerships programme.

The first step was for the two schools to exchange annual curriculum plans. Lillian worked closely with Kingsholm Headteacher Jan Buckland to identify themes that would be relevant to pupils in both countries.

The final result was a series of topics ranging from daily life and water use, to food and the environment.

Primary 1 pupils at Kigulya worked with year 1 children at Kingsholm to share information and investigate each other's homes and daily lives. Kigulya pupils wrote letters to England explaining the type of homes they lived in and how far they walked each day to school, and received reciprocal mail from their UK peers. Kingsholm children then created models of Ugandan homes based on the descriptions they received and also challenged themselves to walk to school each day.

Primary 5 pupils introduced Kingsholm children to Ugandan culture and at the same time developed their English language and literacy skills. They wrote the beginnings of Ugandan folk stories

for the Kingsholm pupils to complete, and received the introductions of English folk stories, which they then completed.

Reciprocal staff visits are organised as a development tool. During a visit to Kingsholm in 2005, Lillian was interested in positive behavioural management such as giving certificates in assembly, star charts or rewards for the class with the best attendance. Later that year reciprocal INSET training was organised in Kigulya and attended by Kingsholm teachers. 'Kingsholm teachers taught us about positive discipline,' says Lillian. 'My teachers have taught the English teachers about respect and love. Respect for older people and love for trying to help the pupils. Our teachers also explained how to be creative when teaching. Even when they have little, they use things from the local environment to help them teach – bottle tops, sticks, anything can become a resource.'

**How well is the school achieving its aims?**

Kigulya School has benefited from the link in many ways. The pupils are much more interested in languages now and also more confident about sharing their ideas. Kigulya teachers' efforts to improve literacy have paid off. The pupils can now read and write letters well and enjoy corresponding with their pen friends.

**What does the school plan to do next?**

Lillian will continue to drive forward the partnership with Kingsholm and to make her peers aware of the values of a curriculum-focused, educational link. Lillian hopes that a teacher from Kigulya will visit Kingsholm to develop reciprocal curriculum work next year. Her greatest hope is to create more interaction between pupils: 'I hope some day maybe some of Kingsholm's students can visit or study at our school because our pupils have so many questions for them.'

# Global pathways to success



*An active global learning experience*

## **What did the school want to achieve?**

Although Hove Park is a language specialist school, it wanted to overturn the misconception that language colleges offer curriculum opportunities and overseas trips only for language teachers and learners. 'We needed to create a very different vision,' explains international director Charmian Hartley. 'We wanted to develop an international ethos to enhance teaching and learning across the whole curriculum, bringing benefits to staff, pupils, partner schools and the wider community.'

The school wanted to give learners first-hand experience of global dimension concepts such as sustainable development, interdependence and rights and responsibilities by working with other schools around the world on shared global issues. 'A significant

number of our students are from deprived, challenging backgrounds,' says Headteacher Tim Barclay. 'Most have never been abroad. We wanted to give them an experience within the curriculum that broadens their outlook and brings them into direct contact with other cultures.'

## **How did the school organise learning to meet its aims?**

Staff at the school developed a huge range of global connections: in total the school is working on around 40 different projects and has links with schools in 15 countries, including France, Germany, Italy, Mexico, Poland, Hungary, the Czech Republic and Ghana. Hove Park has installed videoconferencing as a cost-effective communication tool for many of the projects.

Students and teachers are encouraged to experience other

cultures and pressing global issues first hand. In 2007 geography students visited Iceland to study climate change, and other students measured yearly air pollution in Brighton and Hove and compared their findings with representatives from several European schools.

Charmian's role is to ensure all curriculum areas have a global dimension. 'I try to find projects which appeal to the interests of particular staff and which have relevance to the curriculum area they need to deliver. Then I plant seeds and watch them grow.' One such seed was head of history Judy Cooper's visit to Ghana in 2005. 'The history of slavery connected well with Ghana's past and present,' explains Judy. 'We investigated how children from places like Ghana's Cape Coast were used as slaves. We then explored modern-day

## Hove Park School

Having multiple projects and links with 15 different countries has given students at Hove Park School a new perspective on international issues and global learning.



*Taking a break from renovating a school in Mexico*



*Learning about sushi*

slavery. Pupils were able to think critically about a current global problem which they might otherwise never have explored.'

Year 9 pupils linked up with a school in Ghana and then created a website about slavery. 'We had a lot of involvement in the project,' says one pupil. 'It wasn't about a teacher

telling us what to do. We looked at the issue of slavery and then decided to summarise the history and tell the story from different perspectives on our own website.' Pupils in both countries used slavery as a starting point for exploring issues such as bullying and climate change.

### **How well is the school achieving its aims?**

In recognition of its impressive range of global links and projects, Hove Park won the TES/HSBC Make the Link Award for International School of the Year in 2005 and has also received a DCSF International School Award for good practice in the international dimension.

Staff report a positive impact on students' learning, and particularly on their ability to think and reflect critically. Students are making links

between local and global issues, valuing diversity and developing a sense of identity as 'active global citizens.' They can relate abstract issues like poverty to real people, such as their contacts in Ghana.

Staff at Hove Park are also promoting good practice within the wider teaching community. For the past two years they have organised a national conference, Global Pathways to Success, giving 80 teachers practical tips on implementing the global dimension across the curriculum.

### **What does the school plan to do next?**

Future plans include a link to China via the modern foreign languages and geography departments, and an online project with a school in South Korea following a successful visit to a food college in Thailand.



# The world in our classroom

## What did the school want to achieve?

Back in 2003, Hornsey School for Girls was concerned that many of its learners, 90 per cent of whom are from minority ethnic backgrounds, were unsure of their place in the world. International links coordinator Eleni Karaoli explains: 'Many of our students had an identity crisis. They weren't sure of their roots and felt displaced. Refugee and asylum seekers especially felt lost because they're disconnected.' Attendance and behaviour were also problems.

Hornsey decided to bring the world into the classroom, introducing global perspectives through links with other schools. The long-term

goal was for students to appreciate other cultures, be aware of the wider world and participate in the global community.

## How did the school organise learning to meet its aims?

Over the past five years staff have made links with schools all over the world and have introduced global learning across all areas of the curriculum. Students have done work experience in France, attended seminars in Germany and e-twinning with a school in Turkey through the EC's eTwinning programme. Teachers have participated in a range of international curriculum visits.

However, it is Hornsey's partnership with a Peruvian school in a remote part

of the rainforest that has really brought global learning alive for students. Hornsey first heard about La Pastora School in 2003 when a Peruvian Non-Government Organisation contacted the school about raising money for a well. 'Many children were too sick to go to school because their water supply was contaminated with poisons from a nearby mine,' says Eleni. 'We decided to organise a one-off Peru Day with year 8. We had no expectations of this evolving into a whole-school cross-curricular linking project!'

Since then, global learning with a Peruvian emphasis has been integrated across all year groups and several curriculum areas including modern foreign languages, enterprise education, PSHE and citizenship, ICT and English.

During an enterprise week students came up with innovative ways of raising money to help sustain the Hornsey-La Pastora link. They funded a new school building for La Pastora, sold Peruvian jewellery to buy a school minibus for Hornsey, and joined up with nearby schools to create 'Operation Peru Child,' which sends gift boxes to La Pastora. They studied Peruvian poetry in English, investigated water issues in geography and even tried to crack the Inca code in maths. GCSE food

## Hornsey School for Girls

A one-off Peru Day turned into a fruitful long-term relationship for staff and students at Hornsey School for Girls.



*Grade two pupils (6–7 years old) at La Pastora school*

technology students even turned their classroom into a Peruvian restaurant for a day, serving the Peruvian cultural attaché and local councillors. The event received local press coverage and sparked donations from local businesses for La Pastora.

Language learning played an important role in pupils' experiences. Hornsey introduced pupils to Spanish, which enabled them to start comparing their lives with their peers in a Spanish-speaking country. Students chose to communicate via letter writing. 'It's a big deal when one [a letter] arrives,' says a pupil in year 8. 'We get really excited and it becomes like an artefact.'

### **How well is the school achieving its aims?**

Hornsey won a DCSF International School Award in 2004, and was described by Ofsted as having 'exemplary international links' in 2007. The school is a member of the North London Schools International Network, with a seat on the council of management.

The link with La Pastora has helped students labelled as 'disaffected.' 'They've drawn on profound empathetic skills and talk of seeing something of themselves in their Peruvian friends,' says Evelyn Forde, Head of Year 8. 'Lots of girls have found a meaning for themselves

through the link, and a belief that they can make a difference.'

### **What does the school plan to do next?**

In the future, Hornsey and La Pastora intend to create learning centres in both schools with educational resources from different countries. Students will manage fundraising efforts and work alongside staff to plan cross-curricular activities.

Hornsey has developed new links with two schools in Nepal and a rural school in Rwanda, and is also participating in the US/UK Fulbright teacher exchange programme, administered by the British Council.

# Towards an international school

## What did the school want to achieve?

The Ridings High School is a specialist technology college on the outskirts of Bristol. A few years ago staff ran isolated international projects such as Europe Day but wanted to develop an innovative and distinct global dimension across the curriculum. 'We wanted to develop a 21st-century curriculum that gave our learners lifelong opportunities to connect with communities around the world,' says Rob Ford, Head of International Education. 'Our aim was to use ICT and the International Baccalaureate to deliver an international education for learners across all key stages.'

## How did the school organise learning to meet its aims?

In 2002 staff used videoconferencing to create links with international partners. These links included a Comenius partnership with Norway, Germany and Spain, which immerses learners in the

languages, traditions, communities and day-to-day life of partner countries. Students use student-led web pages and videoconferences to communicate, helping to bring modern foreign languages and humanities to life. Over the past three years students and teachers have visited their Comenius partners with the support of the British Council.

As part of a two-year British Council funded project in 2005, Rob Ford helped set up a unique partnership with a mixed secondary school in the Siberian city of Tomsk. The project enables teachers and learners from both schools to collaborate on a number of curriculum projects with a particular focus on languages, history, science and ICT. A videoconference between Siberian and UK schools was held in May 2006, and during the hour-long link-up students from School 56 in Tomsk gave a presentation on their city and took questions from year 10 students in the UK.

Teachers regularly exchange ideas and materials, and plan joint curricular projects. For example in 2006 the Ridings introduced 'Russian for beginners' to sixth formers as well as a summer Russian programme for year 10 students. Their Siberian colleagues used the language link to promote language teaching across their school. In history, year 9 students from both schools were given the unique opportunity to analyse and debate 'Why do we study *The great patriotic war?*' Students researched events from both a UK and a Russian perspective. In geography and science, students have linked with Tomsk to look at the effects of climate change in Siberia and this work has also involved a partner school in New York.

In 2006 the school set up an international department to continue developing the global dimension across the curriculum as well as introducing the International Baccalaureate system. The school works with a number of organisations including the British Council, Global Leap, and the Specialist Schools and Academies Trust to ensure that the global dimension work remains cutting edge and innovative.

Working with South Gloucestershire local authority the Ridings have established an international centre hosting conferences for students and teachers from all parts of the world including Singapore, Sweden and

## The Ridings High School

A school develops international relations with the help of expert partners.



*The Ridings' students videoconference with a partner school*

Russia. Recently, the school led an international videoconference for local primary schools to introduce them to the global dimension within the curriculum.

### **How well is the school achieving its aims?**

The school received the DCSF International School Award in 2005. It received high praise for the depth and breadth of its ongoing international projects. Teachers report a high degree of engagement from

learners in international projects, particularly when they are able to connect face-to-face either through videoconferencing or actual visits to their partner schools. Emma, a former Ridings student, said, 'The project was totally successful in that we accomplished all we set out to do, which was to uncover cultural, social and political differences. But what I found the most enriching was the realisation that we weren't anywhere near as different as one might expect.'

### **What does the school plan to do next?**

Rob Ford says, 'With our International Baccalaureate and international team in place our next challenge is to develop further effective and sustainable international education across the curriculum, building on existing good practice'.

Plans are underway to widen the videoconference programme across the school to link with New York and Indonesia in 2008.

# Where to find further

This guide has been produced in partnership with several of the organisations involved in promoting the global dimension in schools. Different organisations nominated the case study schools as an example of what difference the global dimension can make to learners.

Any of these organisations will be able to offer additional support and guidance as you develop the global dimension in your curriculum. Be clear about the difference you want to make for your learners: what you would like them to be like, be able to do and know when they have a better understanding of the global dimension. Reflect on how you will know whether your efforts have been successful. Use the practical activities in this guide to help you get started and the ideas and expertise of these organisations to help you open up possibilities and shape your compelling global learning experiences.

You can find out more about support available to your school in the two publications identified in the introduction: *Developing the global dimension in the school curriculum* and *Putting the world into world-class education*.



**actionaid**

ActionAid offers a range of services for UK schools.

- ➔ Use ActionAid's award-winning resources for primary and secondary schools. The Chembakolli materials, focusing on a small village in south India, include photo packs, DVDs and a dedicated website, [www.chembakolli.com](http://www.chembakolli.com). Other materials explore life in parts of Asia, Africa and South America.
- ➔ Support class work with a talk by one of ActionAid's experienced teachers. The sessions make global learning exciting and fun while focusing on national curriculum requirements or individual schools' schemes of work.
- ➔ Join a network of Global Action Schools taking action to make poverty history – take part in a range of activities reducing your school's impact on climate change.

For more information visit [www.actionaid.org.uk/schools](http://www.actionaid.org.uk/schools).



**BRITISH COUNCIL**

The British Council connects people worldwide with learning opportunities and creative ideas from the UK and builds lasting relationships between the UK and other countries. It aims to raise standards in education and training through promoting international opportunities for mobility, collaboration, exchange, partnership and vocational and in-service training. It also manages a range of international partnership schemes and services including the DCSF Global Gateway and the DCSF International School Award.

Details of the international programmes and funding schemes managed by the British Council can be found at [www.britishcouncil.org/learning](http://www.britishcouncil.org/learning).

# support



## department for children, schools and families

### Global Gateway

The DCSF Global Gateway is the gateway to educational partnerships between schools and colleges across the world. It features a free partner-finding database of schools and colleges worldwide, in addition to a wealth of curriculum resources and links to a variety of supporting schemes and organisations.

To find out more visit  
[www.globalgateway.org](http://www.globalgateway.org).

### Sustainable schools

The DCSF is working with partners and other government departments to embed sustainable development in schools, the curriculum and the community. By 2020 we would like all schools to be models of good global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.

The sustainable schools area of TeacherNet is designed to support schools on their journey to sustainability, introducing the principles of sustainable development and offering guidance on how to embed these principles into the heart of school life.

For more information visit  
[www.teachernet.gov.uk/sustainableschools](http://www.teachernet.gov.uk/sustainableschools).

## DFID Department for International Development

DFID Global School Partnerships supports partnerships between schools in the UK and schools in Africa, Asia, Latin America and the Caribbean. The programme provides advice and guidance, professional development opportunities and grants to schools that are using school partnerships as a means for developing a global dimension within their curriculum.

Funded by the Department for International Development, the programme is delivered by a consortium of the British Council, Cambridge Education Foundation, UK One World Linking Association (UKOWLA) and Voluntary Service Overseas (VSO).

For a comprehensive guide to DFID Global School Partnerships visit  
[www.britishcouncil.org/globalschools](http://www.britishcouncil.org/globalschools).

For more information about DFID and the United Nations Millennium Goals visit [www.dfid.gov.uk](http://www.dfid.gov.uk).



The Development Education Association (DEA) is an advocacy body with a vision of education for a just and sustainable world. It 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.

DEA's global dimension website ([www.globaldimension.org.uk](http://www.globaldimension.org.uk)) includes resources for schools on areas such as climate change, poverty, water and fair trade. There are resources for all age groups and subject areas – many free. There are also introductory guides to global topics, case studies, and information about local support, professional development and school-speaker services.

DEA has some 250 member organisations that support schools directly through professional development and projects.

For more information visit [www.dea.org.uk](http://www.dea.org.uk).

### Local support: Development Education Centres

Development Education Centres (DECs) are independent local centres that offer support, training, advice and resources for the global dimension in education.

Enabling Effective Support (EES) is an initiative that 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.'

To contact your local DEC or regional EES coordinator, visit [www.globaldimension.org.uk/localsupport](http://www.globaldimension.org.uk/localsupport).



Link Community Development (LCD) is a group of organisations in Africa, the UK and Ireland. LCD works to improve the quality of education for children in Ethiopia, Ghana, Malawi, South Africa and Uganda by working in partnership with local communities and education departments. It also facilitates partnerships between schools in the UK and schools in Africa, organising themed correspondence exchanges and providing a variety of materials, training and events for both teachers and children. The aim is to give children in the UK the opportunity to learn about real life in Africa, to build lasting relationships, deepen their knowledge of global issues and strengthen their understanding of their own relationship with and impact on the world. LCD's materials and training are designed so that a partnership becomes sustainable and embedded across the whole school. For more information visit [www.lcd.org.uk](http://www.lcd.org.uk).



Oxfam Education supports teachers in developing the global dimension through their classroom practice, in curriculum planning and as a whole-school concern. Drawing on experience from its programmes around the world and more than 30 years working in formal education in the UK, Oxfam provides high-quality teaching and learning resources, and works in partnership with others to provide relevant professional development opportunities. The Oxfam Education website ([www.oxfam.org.uk/education](http://www.oxfam.org.uk/education)) has a wide range of free teaching resources and continuing professional development materials, including the popular publications *Teaching controversial issues* and *Education for global citizenship: A guide for schools* (the latter includes Oxfam's curriculum for global citizenship, which has proved a useful curriculum planning tool for many teachers). The Oxfam catalogue for schools contains more than 400 resources for bringing the global dimension to life in the classroom.



QCA is committed to building a world-class education and training framework. We regulate, develop and modernise the curriculum, assessments, examinations and qualifications.

QCA aims to develop a modern, world-class curriculum that will inspire and challenge all learners and prepare them for the future. To achieve this we work in partnership with many education organisations, including those represented in this publication.

Global dimension and sustainable development is an important dimension of the curriculum. To find out about more about dimensions and their role in the curriculum, visit [www.qca.org.uk/curriculum](http://www.qca.org.uk/curriculum).



Tide Global Learning is a network of teachers and other educators responding to the educational challenges of our increasingly globalised society. Tide emphasises the need for teachers to have space to understand issues for themselves and to share creativity about the curriculum.

Tide offers a range of curriculum projects, resources, courses, study visits and information about the pitfalls of global learning on its website ([www.tidegloballearning.net](http://www.tidegloballearning.net)).

## About this publication

### Who's it for?

School leaders and teachers of all subjects in all schools in England

### What's it about?

How to develop the global dimension of the curriculum in your school

### What's in it?

- A definition of the global dimension and why it's important
- Practical activities for staff, governors and young people
- Case studies from schools showing how the global dimension can be developed.

### Related materials

Use this publication in conjunction with:

*Developing the global dimension of the school curriculum*  
[www.dea.org.uk](http://www.dea.org.uk)

*Putting the world into world class education*  
[www.globalgateway.org.uk/PDF/international-strategy.pdf](http://www.globalgateway.org.uk/PDF/international-strategy.pdf)

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