

In a changing educational context in which the 'Global Dimension' is being more clearly defined in school curricula across the UK, one practitioner* observed, *'Suddenly development education isn't on the fringe – it is mainstream'*

This report focuses on embedding the global dimension across a whole-school community. It outlines the many elements, identified by development education practitioners, that contribute to this process. Examples of current practice are provided, together with detailed information about relevant awards, benchmarking and self-assessment frameworks.

Discussions at two 'Global Schools' conferences in 2007 pinpointed areas in which future support to schools may be strengthened. We hope that 'Whole-School Development and the Global Dimension' will provide a useful resource to the development education network in taking forward this support, and to schools through identifying opportunities for strengthening global dimensions in subject curricula and the whole-school environment.

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Whole School Development and the Global Dimension

Capturing models of practice across the UK



Development Education Centre
South Yorkshire

The Developing Citizenship project is a DFID funded initiative of

Oxfam GB – Education and Youth Programme, John Smith Drive, Oxford OX4 2JY – www.oxfam.org.uk/education

Save the Children UK – Education Unit, 1 St John's Lane, London EC1M 4AR – www.savethechildren.org.uk/education

UNICEF UK – Education Department, Africa House 5th floor, 64–78 Kingsway, London WC2B – www.unicef.org.uk/education

in collaboration with

Cheshire Development Education Centre – Campbell Community Hall, Chester CH3 5BR – www.cheshiredec.org

Development Education Project – c/o Manchester Metropolitan University, 799 Wilmslow Road, Manchester M20 2RR – www.dep.org.uk

Norfolk Education and Action for Development – 38 Exchange Street, Norwich NR2 1AX – www.nead.org.uk

www.developingcitizenship.org.uk Publication available online: www.decsy.org.uk



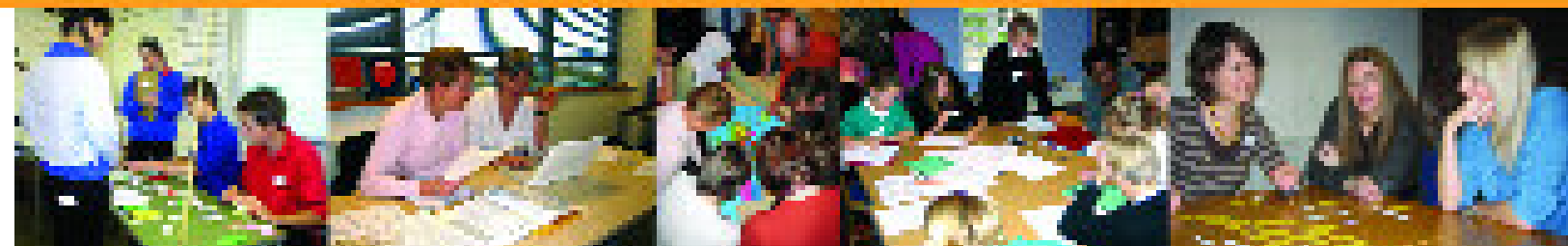
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Department for
International
Development



Council for Global
Education and the North East England Region (2008)



Acknowledgements

The Research and report development have been carried out by Michila Critchley (consultant), and Rob Unwin (joint co-ordinator, DEC South Yorkshire). Thanks go to the many development education practitioners from organisations across the UK who gave their time and expertise, without which this report would not have been possible. Thanks also go to the providers of financial support:

Developing Citizenship project (DFID Development Awareness Fund major grant, with co-financing from education programmes of Oxfam, Save the Children, UNICEF UK)

Development Education Centre South Yorkshire (DECSY)

London and South East Regions Local 4 Global (LaSER)

Copy Editing: Joy Paul

Cover Design: Vertebrate Graphics

Cover Photos: DECSY

Printing: Juma

ISBN: 978-1-897630-17-4

Whole-School Development and the Global Dimension / Global Citizenship

Capturing models of practice across the UK

Research and report by Michila Critchley and Rob Unwin

Table of Contents

Introduction	3
SECTION 1 A changing educational climate.....	5
SECTION 2 Elements of whole-school developments across the UK.....	8
SECTION 3 Audits, Awards and Benchmarking systems	18
SECTION 4 Broadening support to schools.....	23
Appendix 1 Details of currently known whole-school initiatives.....	26
Appendix 2 Questions to Development Education providers	27
Appendix 3 Comparison of 3 global dimension benchmarking schemes	28
Appendix 4 Developing Citizenship Project: 3 core areas of benchmarking	29
Appendix 5 Primary Global Schools Criteria for Self Evaluation - DRAFT	32

Introduction

Following the completion of direct schools' involvement in the 'Developing Citizenship' project, and the publication on-line of the main materials and activities produced by the schools and project partners, the purposes of this research project and report were:

- To capture and share learning about recent models of practice in whole school development and the global dimension/ Global Citizenship across the UK
- To identify the advantages and limitations of different models and approaches, including *Developing Citizenship*, and their relationship to educational objectives
- To stimulate discussion in the network about common approaches and initiatives including benchmarking for whole school development and the global dimension
- To review reaction and response to the Developing Citizenship pages on Electric Word's Teaching Expertise website¹

Research was undertaken to gather information about comparable projects and initiatives in the Development Education network across the UK, listed in **Appendix 1** (this list is by no means exhaustive). Follow-up interviews were then carried out with 12 organisations in England, Scotland and Wales: 9 Development Education Centres (DECs), 1 umbrella association and 1 development NGO, using questions shown in **Appendix 2**.

In asking practitioners to define a whole school approach to developing the global dimension and Global Citizenship, numerous responses were offered, depending on viewpoints, experiences and organisational objectives. Table 1 draws some of these together with statements reflecting perspectives on children's engagement and pupil voice, embedding the global dimension in curriculum and policy and partnership with schools.

Table 1: Defining whole-school development and the global dimension

Why	Vision that it will change the way children think in terms of their engagement with global issues and feeling that they can make a difference. So that schools will understand the importance of embedding the global dimension into their curricula and will start to put into practice the knowledge they have gained.
What	Policy, curriculum and active citizenship for children and teachers as well as the whole school. The focus is on the taught curriculum but the global dimension is brought into all aspects of school life. It is about being in the school ethos, the school development plan and in resources, visible in the school, within teacher training and underlying everything that the school does.
Who	Working with everyone in the whole school community: teachers, teaching assistants, pupils, governors, senior management teams, school council, PTA and parents.
How	Working as partners with schools using a set of criteria based on a number of different models for schools to build their own vision - bringing expertise and challenges to each other as educators. Cultivation of pupil voice in decision making with teachers and pupils represented. Looking at policy development and whole school planning at a high level aiming to embed it structurally, filtering up and down the school system.

A *Global Schools Seminar* was held in Tadcaster (1-2 October 2007), organised by Leeds Development Education Centre, and LaSER hosted the *Developing a Global School*² Conference in London (14 December 2007). During both, a range of practitioners explored approaches to embedding the global dimension in the curriculum. Some of the ideas, feedback and inputs from these events have also been incorporated into this report.

¹ Found at: <http://www.teachingexpertise.com/articles/developing-citizenship-project-materials>

² Conference report can be found at: <http://www.local4global.org.uk/whole-school>

Section 1 provides a snapshot of the changing context in which whole-school developments and the global dimension now reside, and some of the drivers for change already experienced. There is an awareness of an increased demand from schools for support in understanding and developing the global dimension in their own settings. Huge potential is recognised in the curriculum reviews taking place across the UK, with one practitioner saying,

'Suddenly development education isn't on the fringe – it is mainstream'

Section 2 looks in some detail at the elements to whole-school approaches being implemented, based on the detailed feedback from practitioners' experiences to date, including:

- Finding the starting points
- Working in partnership with schools
- Curriculum Development
- Embedding the global dimension throughout a school
- Providing Continuing Professional Development and training
- Engaging pupils
- Creating teacher space for thinking, learning and clarifying purpose
- Encouraging shared learning between schools
- Providing recognition of good practice

Some organisations interviewed have very clearly defined ways of working that form a model through which their initiatives are being implemented. Others have found that a model emerges as their work develops with the schools and pupils. There is recognition, however, that this work is touching the tip of the iceberg. To make an impact in a secondary school, for example, means being systematic, and schools may need much more support to develop a global dimension within their subject curricula than envisaged.

The vital component for many is the development of partnerships with teachers and educators to share the learning and generate breadth to the work. External providers can play key roles in facilitating and stimulating interest and introducing new methodologies and approaches with schools. For schools, they may be the only people able to ask difficult questions, providing a valuable resource as a 'critical friend' in the development and review of their global dimension work.

Section 3 goes on to outline the different awards, auditing and benchmarking schemes currently on offer to schools. DCSF has recognised the overall confusing effect and has commissioned a mapping exercise to show the links between the major awards available. A small exercise has been carried out here putting three of the Global Dimension systems side by side, shown in **Appendix 3**. The full details of one system, developed by stakeholders within the *Developing Citizenship* project, have been reproduced as **Appendix 4**. A sample of a section from a draft Self-evaluation framework for Primary schools involved with RISC in a *Global Schools Project* forms **Appendix 5**.

Section 4 focuses on ways in which the development education network may be able to direct and broaden its support to whole-school development and the global dimension. This includes promoting good practice, ideally with the lead of peers to 'give it integrity and clout'. The section integrates ideas for action generated at the *Developing a Global School* conference in London, including work towards a common global dimension benchmark and a task group to liaise more closely with Ofsted.

Finally, many thanks go to all the development education practitioners who have contributed to this report. It has been made possible by their willingness to share their knowledge and experience through interviews, feedback, workshops and events.

Michila Critchley & Rob Unwin, February 2008

SECTION 1 A changing educational climate

1.1 Opportunities provided by national curriculum reviews

Curriculum reviews and understandings have recently taken place across the UK (Box 1). Complementing statutory initiatives is seen as the significant driver for change, providing new opportunities, as well as challenges, for supporting the global dimension in schools.

In the Secondary Curriculum review in England³ a focus is being placed on creating a more learning orientated environment, including more peer learning, through:

- *Greater flexibility and coherence*
- *Greater focus on aims and skills*
- *Greater personalisation of assessment*

The whole assessment process may change as a result, with an indication that schools will locally decide, plan and implement curriculum changes. Ofsted will then gauge whether what the schools deliver impacts upon pupil learning.

The revised national secondary curriculum in England includes seven new cross-curriculum dimensions: Identity and cultural diversity; Healthy lifestyles; Community participation; Global Dimension and sustainable development; Technology and the media; Enterprise; Creativity and critical thinking. Teaching the curriculum dimension, *Global Dimension and sustainable development* has been reinforced by a recent QCA publication (2007), *The Global Dimension in Action: a curriculum planning guide for schools*⁴.

A key question posed in the *Global Schools Seminar* in Leeds is whether development education can support all seven of the curriculum dimensions. All may potentially create opportunities to introduce the Global Dimension and explore values and attitudes as well as content. There has already been an indication that schools will look to development education practitioners for support and leadership teams might welcome input to help schools in the process of change.

In Scotland⁵, a *Curriculum for Excellence Review* has placed much more emphasis on transferable skills and values. Although the same exam system is still in place, the curriculum is building on the strengths of individual schools. It aims to focus classroom practice upon the child and around 4 'capacities of education' (see Box 1). In using investigation, research and comparison to develop these capacities, the Global Dimension can provide a focus for pupils, helping them to make connections between their own attitudes and experiences and those of other young people around the world.

In Wales, the Education for Sustainable Development & Global Citizenship (ESDGC) Panel has been very useful in influencing the shape of the whole curriculum, reinforced by inspection frameworks. A '*Common Understanding' for ESDGC in Wales*⁶ has been developed and much of the Development Education Centres' (DEC) pilot work has been incorporated, for example, Initial Teacher Training work. The revised curriculum in Northern Ireland provides a great opportunity to support Global Dimension in schools. Development educators will give support in meeting key elements by incorporating global issues into lessons, providing help with active methodologies, information and resources.

³ Found at: http://www.qca.org.uk/qca_12195.aspx

⁴ Found at: http://www.qca.org.uk/libraryAssets/media/Global_Dimensions_print_friendly.pdf

⁵ Found at: <http://www.curriculumforexcellencescotland.gov.uk/>

⁶ Found at: <http://www.esdgc-wales.org.uk/english/directory/news.asp>

Box 1: Curriculum reviews across the UK

England

According to QCA⁷, in order to help learners understand the global dimension and sustainable development, they should have opportunities across the curriculum to:

- appreciate the importance of a global context & engage in a range of culturally diverse experiences
- understand the connections between the environmental, social and economic spheres and make links between local, national and global issues
- critically evaluate their own values and attitudes, appreciating the similarities between people everywhere and learning to value diversity
- understand and appreciate the relevance of the global dimension to their own lives
- develop skills that will enable them to identify and challenge injustice, prejudice and discrimination
- participate in global partnerships, which can be a powerful and exciting way of bringing a global dimension into the classroom
- **make informed decisions about how they can understand and potentially make their own distinctive contribution to local and global communities**
- recognise that some of the Earth's resources are finite and therefore must be used responsibly
- consider probable and preferable futures and how to achieve the latter
- appreciate the importance of sustainable resource use – rethink, reduce, repair, re-use, recycle
- appreciate the importance of obtaining materials from sustainably managed resources
- appreciate that economic development is only one aspect that contributes to the quality of life.

Northern Ireland

As part of a process of review and consultation for a revised curriculum in Northern Ireland, a framework of curriculum objectives and sub-objectives or key elements has been drawn up. The aim was to simplify the objectives of the curriculum, establishing that it was about **developing individuals and contributors to society, the economy and the environment**⁸. Key elements include 'Moral character' and 'Learning for life and work' (which is now a whole-school agenda).

Scotland

In Scotland, a *Curriculum for Excellence* is currently out for consultation with teachers and implementation is due to begin in the school year 2008-09. It provides a rationale and a framework for the curriculum which stresses that by providing structure, support and direction to learning, the 3-18 curriculum should enable children and young people to become: **successful learners; confident individuals; responsible citizens; and effective contributors**⁹. The Curriculum Review Group says:

'One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility.'

Wales

In Wales, *Education for Sustainable Development and Global Citizenship* (ESDGC) has been introduced in all schools since 2006 and is subject to inspection. As part of its statutory commitment to sustainable development, the Welsh Assembly Government (WAG) has provided considerable support and encouragement to ensure that ESDGC is incorporated and embedded throughout the formal and informal education systems.

Although not statutory, ESDGC is already subject to inspection which is undoubtedly helping to pave the way for its full integration into school life. **It is an approach which involves the whole curriculum and management of the school**, not merely an 'add on' subject. It has its roots in environmental education and development education. As a result, many of the building blocks of ESDGC are already present in every school in Wales¹⁰.

⁷ Found at: <http://curriculum.qca.org.uk/cross-curriculum-dimensions/globaldimension/index.aspx?return=http%3A//curriculum.qca.org.uk/cross-curriculum-dimensions/index.aspx>

⁸ Found at : [http://www.qca.org.uk/futures/ C.Gallagher Case study: Designing a curriculum for the 21st century](http://www.qca.org.uk/futures/C.Gallagher%20Case%20study%20Designing%20a%20curriculum%20for%20the%2021st%20century)

⁹ Found at: <http://www.curriculumforexcellencescotland.gov.uk/>

¹⁰ Found at: http://www.esd-wales.org.uk/english/side/what_is.asp
<http://www.teachingexpertise.com/articles/sustainable-development-and-global-citizenship-in-wales-2107>

1.2 Other drivers for change

1.2.1 National initiatives and awards

Enabling Effective Support (EES), the Department for International Development (DFID) funded regional strategies for embedding the global dimension in formal education, is providing stimulus through programme and network development across the UK¹¹

Close links can be made with national initiatives such as *Every Child Matters* and *Sustainable Schools* - teachers may see the connections straight away

Schools going for *International School Award* (ISA) have been prompted to talk to development education organisations about how to merge all of the issues (school link) so that international activities become by default a whole-school embedded ethos

Involvement in the *Fairtrade School* scheme provides an incentive as a nationally recognised scheme and has encouraged work across Whole Schools

If schools are involved in one initiative, such as an award scheme, it will often lead on to the next, and it is always useful to have a focus to bring people on

Extended schools partnerships are being developed across some regions and can act as a trigger.

1.2.2 School linking

Many schools are developing links with schools in other countries and there is a lot happening in this area that generates interest

DFID *Global Schools Partnership* programme always takes a whole-school approach

The importance of a curriculum focus in school linking can be emphasised and pitfalls as well as positive drivers identified (captured in the UK One World Linking Association's *Toolkit of Good Practice*¹² and Oxfam's recent paper, *Building Successful School Partnerships*¹³).

1.2.3 Wide interest in global issues

The current broad focus on sustainability in wider society generates a lot of interest

Global Citizenship issues are generally at the fore and courses run for teachers model what can happen in their classrooms

Teachers have seen opportunities for raising awareness in classrooms and for personally thinking about their own attitudes and behaviours

The drive can also come from pupils – thinking about ‘*what I can do*’, ‘*what impact I have*’.

1.2.4 Development education practitioners' inspiration

External organisations themselves contribute ideas, stimulation, contacts and ways of seeing beyond the school

The local development education organisation can be flagged up as a resource, particularly with regard to methodologies for teachers e.g. participatory approaches

This may involve working very closely with the local authority who may have identified some interested schools using their knowledge.

¹¹ More information can be found at: <http://www.dfid.gov.uk/pubs/files/enablingeffectivesupport.pdf>

¹² Found at: <http://www.ukowla.org.uk/main/toolkit.asp>

¹³ Found at: <http://www.oxfam.org.uk/education/teachersupport/cpd/partnerships/>

SECTION 2 Elements of whole-school developments across the UK

2.1 Starting points

Baseline audits are thought to be a key starting point for global dimension work within whole-schools, to create an overview of existing 'global' activities, and help identify areas to be developed. Scottish Development Education Centre (Scotdec) advocate this approach in their pack, "*A global approach: starting points for primary schools*"¹⁴, saying that often, integrating Global Citizenship is a matter of making adjustments to practice after review of existing curriculum areas. By working with teachers and pupils on an audit at the start of a project and comparing results with those taken half way through, it is possible to reflect together on the changes and impact of the work.

Lancashire Global Education Centre has made good use a Global Footprints quiz¹⁵ – '*How global is your school?*' (social, global and ecological footprint) over two in-service training sessions with staff. The quiz provides an excellent tool for debate in the first session and in the second, teachers look at where existing strengths lie and how to improve, including through school policy. Reading International Solidarity Centre (RISC) decided at the start of their *Global Schools* work (see Box 2) to obtain a snapshot of children's knowledge, attitudes and values about different global issues. The method they developed is to hold a session with all children in Years 2, 4 and 6 implementing a circuit of around eight different activities using a range of methodologies for developing children's thinking skills. It is detailed in a new RISC pack, *How do we know its working?: a toolkit for measuring attitudinal change*¹⁶ and is flexible in that it can be applied equally with topics or projects.

The process generates a lot of data – a worker needs to be stationed at each activity to write down what the children say and record responses - but has shown itself to be an excellent window on children's knowledge, attitudes and values. Teachers are often profoundly shocked by the extent to which children's attitudes and knowledge are stereotyped and accept it as their responsibility to do something about it. The audit process helps to shape discussions with teachers about the point they would like to reach at an agreed point in the future when the same questions can be asked again to quantify change.

Box 2: Global Schools – Reading International Solidarity Centre (RISC)¹⁷

RISC is working in partnership with 6 contrasting schools over 4 years, to develop a region-wide network of centres for the development and dissemination of good practice in Global Citizenship (Oxfam definition 1997), and to develop a model of whole school delivery. In 2007, a further 4 primary schools were recruited. RISC is now working across 5 Local Authorities in Berkshire and Oxfordshire. Elements of the *Global Schools* work are:

Measuring Change: A baseline audit of knowledge and attitudes has been developed and piloted with teachers. Other methods include interviews, assembly, lesson observations and library audits.

Achieving Change: An audit of staff training needs has been conducted, and a training programme planned. Resource support is provided, raising awareness of existing materials.

Sustaining Change: Ensuring Global Citizenship is written into school policies is considered vitally important by the participating schools, a mark of the importance they believe the work is due. Local linking has grown in importance as has communication with the whole school community.

Dissemination: this will include school open days, teaching demonstration lessons, hosting visitors, contributing to or running CPD, providing examples of work for courses, conferences and websites.

¹⁴ Found at: <http://www.scotdec.org.uk/resources/download/>

¹⁵ Found at: www.globalfootprints.org

¹⁶ To be published by RISC in May 2008

¹⁷ Found at: http://www.risc.org.uk/education/global_schools.htm

2.2 Working in partnership with schools

Respecting schools as partners and recognising the expertise of each person in the partnership (equal value of involvement) is understood to underpin the entire success of the Global Dimension work. Reflecting on their involvement in the *Developing Citizenship* project (see Box 3 below), staff of Norfolk Education and Action for Development (NEAD) emphasised the importance of developing good, mutually beneficial relationships. A learning outcome sought by all concerned was the establishment of better working relationships between key stakeholders; Agencies, DEC's, Education Authority Staff, Senior Management, and Teachers. These relationships were based on regular face to face meetings, and in many cases, are continuing to bear fruit long after the project has ended.

Each of the schools NEAD worked with was very different (in terms of catchment, achievement, organisation and agendas) and there was a clear recognition that 'one size doesn't fit all'. Approaches were tailored to needs and, in particular, to the interests of the contact teachers, for example by:

- asking teachers what they saw as important (rather than starting with a set scheme)
- finding out what a schools' agenda and key issues are
- responding to the different means of contacting individual teachers rather than assuming that everyone prefers email

Box 3: Developing Citizenship Project 2002 – 2005

The Developing Citizenship project was set up by 3 National Agencies (Oxfam, Save the Children & UNICEF UK) in partnership with 3 Development Education Centres (Cheshire DEC, Manchester DEP and NEAD) and 5 Education Authorities. Each had to select 4 secondary schools to work with.

The project was funded by DFID and involved payments: to DEC's to facilitate activities in their pilot schools & liaise with Education Authority staff; to Education Authorities (£3,000 per year each) to buy in expertise; to schools (£1,000 a year per pilot school) for resources, supply cover etc. It aimed to see how the global dimension could become embedded in secondary schools and lead to whole-school approaches to develop Global Citizenship in:

1. **The Curriculum** – what is taught in the Classroom
2. **School Ethos** – changes to policies and practice
3. **Active Citizenship** – by both pupils and School staff

A full and frank project report, *Taking Stock of a Development Education project* is available¹⁸. The majority of the school based work and project materials are now on Electric Word's Teaching Expertise website¹⁹.

In the case of secondary schools involved in the *Global Schools (UK) Project* (see Box 5), Leeds Development Education Centre (LDEC) indicate that the work began 6 years previously with a West Yorkshire pilot. A relationship with a school therefore developed over time and DEC staff were able to work together with teachers to make the Global Dimension more explicit for their subject. The role and enthusiasm of contact teachers / Global Dimension Coordinators (at least two in each school), forming Global Dimension teams within schools, was identified as being pivotal in this relationship as they begin to effect change from inside.

Building on existing interest and enthusiasm helps to create a 'critical mass' in the staff-room and beyond which is thought to be vital for action. Communication with the whole school community - governors, parents and the wider community - is also essential to the successful development of a 'Global School'. The support of the Senior Management Team (SMT) is particularly crucial in enabling the whole staff *and* the Education Authorities to become enthusiastic.

¹⁸ *Taking Stock of a Development Education project* <http://www.developingcitizenship.org.uk/pubs.htm>

¹⁹ Found at: <http://www.teachingexpertise.com/articles/developing-citizenship-project-1026>

Box 4: Roles of external organisations²⁰

Facilitating

Helping young people to think about the role that they can play

Raising awareness

Bringing schools together

Facilitating teachers' networks

Acting as a 'dating agency' - bringing in good resource people from outside

Supporting

Consultancy visits

Providing resources and advice support

Building individual relationships and then building on good practice

Communication as the essence - Manchester DEP Developing Citizenship work showed that using different ways to contact teachers is important – asking which they prefer

Using different approaches in different settings - schools eventually produce tools by themselves, so they have to find ways that best suit them

Funding may be required for planning time

It is vital to be clear about what you're going to do as an organisation and who else to involve especially internally – how much time will colleagues have to give?

It has also been useful to sign contracts with schools to help clarify roles and commitments

Stimulating thinking and developing skills

Offering a broader picture

Looking for critical thinking and assessment activities

Methodologies including those that empower children and help with self-esteem

Acting as a real resource

Providing ideas for cross-curricular work and school partnerships

Local linking between schools has grown in importance

Providing training, consultancy and seminars on curriculum subjects across the schools

Organising courses, Continuing Professional Development (CPD) and Conferences

Challenging

Carrot and stick - give enough good and useful input every time as well as asking a few more difficult questions

Providing a critique - but you have to give positive suggestions at the same time as challenging negative stereotypes

Being a critical friend is the hardest thing in the world.

Monitoring

This is crucial – if there's a good evaluator, they are worth their weight in gold

You have to employ the evaluator first, and then decide on the points of evidence to find

Building monitoring in to whatever teachers are doing, if at all possible

A simplified Ofsted can be used – choosing area

Making sure that a time to carry out monitoring is built into the action plan

Monitoring for evaluation should allow you to identify problems at an early stage – not just to say how great the project was

Reports should produce suggestions on how to learn from and use the experiences

²⁰ Summary of practitioners' responses to a question about the role that they play within Whole School approaches.

2.3 Curriculum Development

The curriculum reviews taking place across the UK mean that the global dimension will feature in schools' curriculum development plans more than ever before. Curriculum development has already played a central part in many whole-school initiatives to date as practitioners work with teachers to develop schemes of work and 'globalise' the curriculum.

Development education practitioners have recognised that the wealth of high quality global resources is generally little used in schools because the direct links aren't seen. Through in-depth support to schools, practitioners have been able to provide input about activities, resources and websites, whilst at the same time helping teachers to think through how they might do things differently. At primary level, this has often meant an emphasis on building confidence in capacities to engage with global issues across the curriculum. In secondary settings, this has focused on the relationship between the global dimension and teachers' subject specialisms.

In whole-school approaches, the more connections that can be shown between the Global Dimension and different subjects, departments and age-ranges, the better. Sometimes a common theme may help to generate work across departments. Encouraging secondary schools to set up teams to work together was a recommendation of the *Global Schools Project* and has proved effective in the *Global Schools (UK) Project* (see Box 5).

The main motivation has been to start with what teachers are already doing. Wherever possible, support should be of the kind that can be used again and again. For example, at the onset of the citizenship curriculum, staff tutors in Dundee were supported by the One World Centre in the creation of 'Global citizens in a fair world' plans. These have since been embedded so that every Dundee primary school follows the plans.

Box 5: Global Schools for a Global Future – Leeds DEC, GLADE and NEAD²¹

The Global Schools (UK) Project has run from June 2005 to March 2008, managed by Leeds DEC. 30 secondary schools have been supported by Leeds DEC, the Centre for Global and Development Education GLADE and NEAD. The last 3 months of the project are dedicated to disseminating the results to other schools and educationalists locally, regionally and nationally.

Global Schools (UK) Project aims: to develop greater awareness and understanding of international development amongst young people; and to demonstrate its relevance to their own lives through repeated exposure to the issues from the different perspectives of a range of subjects, through meaningful experiences in different subject areas, during their time at school.

The project has trained teachers and school **Global Dimension co-ordinators** in Development Education issues and methodology and identified opportunities within a range of subjects in the curriculum to incorporate a Global Dimension so that it can be taught in a more systematic and coherent way in each school. The format for a lesson has been quite specific – delivering the Global Dimension systematically as per the joint DFES/DFID document *Developing a Global Dimension in the school curriculum*²². It provides teachers with appropriate resources to fit within their Schemes of Work and activities were trialled in different subject areas – 10 in total.

The project has found that it is possible to deliver the concepts and issues systematically across the curriculum. However, schools actually needed much more intensive support to develop their subject curricula than was originally envisaged. Internalising values & developing skills to utilise the Global Dimension take time and, according to the GSP, depend on:

- **commitment** (to the issues)
- **confidence** (in using understanding to deliver and fit the Global Dimension into the curriculum)
- **skills and motivation** (to write lessons and make changes to schemes of work)

²¹ Found at: http://www.leedsdec.org.uk/global_schools.htm and <http://www.nead.org.uk/schools/globalschoolsuk>

²² Found at: <http://www.dfid.gov.uk/pubs/files/dev-global-dim.pdf> and <http://publications.teachernet.gov.uk>

2.4 Embedding the Global Dimension throughout a school

As part of a focus on curriculum development, teachers may include the global dimension in their lessons and schemes of work. In some cases, the delivery of Global Citizenship has also been included in teachers' Performance Management Targets. Ensuring the global dimension is written into school policies, however, is considered by practitioners to be vital for systematically embedding it within a school's curriculum, practice and ethos.

Policy development requires the backing of the school management and board and as such, can be a useful tool in involving the wider school community in thinking about global dimension content and approaches. Governors' meetings, Senior Management Teams (SMT), school councils and Parent Teacher Associations may all then become vehicles for change, from overall school culture through to purchasing and funding policies.

Encouraging policy development and Whole School planning at a high level is one of the ultimate aims of the Enabling Effective Support programme of work in Scotland, '*Supporting the Global Dimension of Education - a national strategy for Scotland*' (DECs & agencies working together through the umbrella network, IDEAS²³). The intention is to see the global dimension filtering up and down a school system. The Scotdec pack, *A global approach* (op.cit) provides an outline of a Global Citizenship Policy as well as two methods successfully implemented in Edinburgh primary schools: globalising a curriculum area; globalising a school policy.

Representation of the work at governance level is also thought to be a step towards sustainability. Some advocate the nomination of a 'Global Champion' within governors, school councils and SMT. The downside of this approach, however, is that other members of staff may leave responsibilities to that individual. In embedding Global Citizenship in the whole-school, the emphasis may be more towards engaging all staff.

2.5 Providing Continuing Professional Development (CPD) and bespoke training

There is acknowledgement that whole-school initiatives can be ambitious. In encouraging school communities to move from A to B in their integration of the Global Dimension, much depends on teachers building a progression of understanding within their school. A huge challenge lies in the way things are taught, and for development education practitioners, the ideal is to help teachers to internalise 'the global' so that they are confident in its delivery.

Where the concepts behind the global dimension are new areas of thinking, it can take months and years to develop different strategies to enable teachers to make the connections that add to their confidence. One important approach, outlined by RISC, is to carry out a training and skills audit along with whole-school audits to find out where the gaps are and what schools want in terms of 'global dimension' CPD.

Development education practitioners often try to ensure they meet schools' agendas and teachers' needs by providing support that starts off with curriculum subjects and builds from there. At the same time, CPD and training may introduce relevant methodologies such as Open Spaces for Dialogue and Enquiry (OSDE), Philosophy for Children (P4C) and Philosophy for Global Citizenship (P4GC).

Opportunities are provided at a range of different levels to reach a broad spectrum of educators and advisers. A small number of examples of the training currently provided across the UK are provided below.

²³ Found at: <http://www.ideas-forum.org.uk/node/144>

Initial Teacher Training: Development Education in Dorset (DEED) has been working with Trainee Teachers through the School Centred Initial Teacher Training (SCITT) schemes in their area, encouraging the development of the skills and qualities needed. In the East of England, Harambee delivers a Citizenship day for their local PGCE provider and NEAD carry out one day of the University of East Anglia PGCE course with Geographers. NEAD also works with local graduate trainee teachers at a Norwich Training School supporting them in writing lesson plans.

INSET: Pestalozzi International Development Education Centre (PIDECE) worked with other DEC practitioners to offer a popular whole day INSET of Global Citizenship workshops and taster sessions to schools in its area. Further curriculum planning work in schools will follow on to encourage a global dimension whole-school approach²⁴. Along with many other development education organisations, PIDECE offers twilight resources INSET for the whole school (included as part of schools' membership joining fee or provided on request).

In Scotland, all DECs offer some sort of CPD on whole-school approaches, using *A global approach* pack for primary schools (cited above). In secondary schools, CPD tends to be tailored to individual school needs. The IDEAS network is now looking to evaluate the long term impact of CPD workshops. Impact indicators (currently in draft form) progress from individual teacher engagement and action, to changes in whole school policy and practice.

Many practitioners across the UK work with the British Council, supporting them to deliver CPD and offering resource support for their DFID *Global Schools Partnership* programme, which always takes a whole-school approach.

Whole Staff Training Days: RISC provides annual whole staff training days for all schools involved in the *Global Schools* initiative (see Box 2 above) informed by an audit of staff training needs. In RISC's experience, training for Teaching Assistants (TA) has been identified as an important component particularly to ensure that TAs are not working against the classroom teacher when supporting global dimension activities in the classroom.

Staff in advisory roles such as Ethnic Minority Achievement Service teams, Key Stage 3 transition coordinators, Humanities Advisers, International Advisers, 'Green schools' and 'Healthy schools' officers have also been offered training days by practitioners, to raise awareness of the global dimension and to help take their priorities into account.

Training Courses: RISC's *Global Citizenship Advocates Training* courses have proved very successful in supporting teachers working to embed Global Citizenship²⁵. All Bracknell Forest Education Department *Rights Respecting Schools* have participated in and greatly appreciated this course, and are now sending colleagues for the second round.

Tide~ Centre provides practical hands-on support by offering a 3 day course on sustainable development education for senior managers in primary schools²⁶. Dialogue between heads of different curriculum areas is facilitated via half-day advisory groups and conference days.

2.6 Engaging pupils

Curriculum reviews across the UK make explicit the intention that children and young people will become 'successful learners, confident individuals, responsible citizens and effective contributors'. There is an enhanced emphasis on the personal, learning and thinking skills integral to the personal development of young people. Although mentioned less widely by development education practitioners, the process of engaging pupils and encouraging pupil participation has often formed an implicit part of development education. This may come more sharply into focus in response to the curriculum reviews.

²⁴ Found at: <http://www.pestalozzi.org.uk/DEVELOPMENT+EDUCATION+For+Teachers+and+Schools/>

²⁵ Found at: http://www.risc.org.uk/education/global_advocate.htm

²⁶ Found at: <http://www.tidec.org/Opportunities/Opportunities.html>

Methods of encouraging good practice in Young People's participation are a core feature of UNICEF's *Rights Respecting Schools* award and were particularly emphasised in the *Developing Citizenship Project*. Pupil participation and action forms the second of their three core areas of benchmarking (Appendix 4), encouraging the implementation of different strategies and models and the translation of learning into active participation. Methodologies from the global 'South' that use peer learning and participatory approaches, such as *The Child to Child Approach*²⁷ may be of particular relevance and value in this.

For Liverpool World Centre (LWC), the recognition that the drive and impetus for change can also come from pupils – thinking about 'what I can do', 'what impact I have' – has informed their whole approach. At the heart is the belief that young people are to be respected as global citizens. Whilst this may occasionally prove challenging in some school environments, encouraging young people's participation can provide an alternative way to stimulate a less proactive school as teachers often want to complement their pupils' ideas by bringing issues into lesson plans.

Box 6: Liverpool World Centre – Global Conscious Citizens²⁸

Our two main schools projects are the *Fair Trade Schools Project*, and the *Climate Conscious Schools Project*. All the work we do in schools is about being global conscious citizens, that's why we have joined our projects together under the title "**Global Conscious Citizens**".

Initially the focus of the *Fair Trade Schools Project* was on the issues but this has shifted over time to the way of working: supporting Young People's voice and participation. The *Climate Conscious Schools Project* has followed the same approach. This involves going to schools to raise awareness of the issue, reinforced by a briefing sheet of explanation for the Head and any groups that are being presented as representational (usually school councils). At the next meeting, an action plan is developed. By working with school councils first and foremost, and then more widely with school parliaments, young people are themselves empowered:

- Normally young people involved have some representational role in that they have been elected and can take issues back to their forms. Working with a mixed age group is very positive.
- Quite often the School Council will decide to do an assembly to the rest of the school and may take it round the whole school community. This can have quite an impact.
- School Councils may actually put together resources for use in lesson.
- It has been stimulating getting young people to look at what book resources they would like to be used in their lessons.

Representatives from five schools in Liverpool make up our pupil steering group or '**Global Conscious Young People's Group**'! They come along to our offices once a term to meet and discuss ideas and ways of developing our two school projects. In July 2007, we held our first *Global Conscious Schools Ceremony* and awarded those school councils who had taken part in the project to date with their very own climate conscious citizens award! This event was unique as young people from our Pupil Steering Group ran workshops on climate change and fair trade for the young people and adults attending.

LWC has been working with 50 schools over 3 years and has developed a handbook for school councillors about being a global citizen. This is currently available as a pdf document from LWC's website.

2.7 Creating teacher space for thinking, learning and clarifying purpose

Allowing teachers flexibility to develop their interests and strengths is part of the process in Whole School work. Some teachers have been including global issues for many years, wanting a broader education for children. Others may be new to the concepts and ideas. It is acknowledged that there can be a significant difference between working with groups of interested teachers and a whole school where the global dimension struggles to be heard.

²⁷ Found at: <http://www.child-to-child.org/>

²⁸ Found at: <http://www.liverpoolworldcentre.org/site/pages/climate-conscious-schools.php>

Teacher space for thinking, learning and clarifying purpose and coherent planning were seen by an educators' group recently to be crucial²⁹. An important and challenging aspect for development education practitioners is thought to be building ownership within schools. Ideally, this means enabling teachers to question ideas and develop their understanding of and responses to the global dimension without imposing solutions. The time available, however, may be extremely limited for this even in a designated INSET or twilight session.

Box 7: Comment from Developing Citizenship project report³⁰

In early meetings and workshops, project teachers were introduced to the global dimension concepts listed on this page. Other relevant resources, including those mentioned on this page, were also provided. In practice there were two problems with the approach we adopted:

- we supplied too much information at once, and
- we didn't encourage questioning of the materials supplied.

The result was that participating teachers did not explicitly assess or expand their understanding of, for example, 'development', 'human rights' and 'a global dimension' until later in the project. Although attention to these issues was given at local and residential workshops, exploration of the concepts was largely left to teachers' own initiative, through practical classroom and whole-school activities (and their independent thinking and research).

This is not to say that what was needed was for us to come in and say "this is what development/rights/a global dimension is about" - i.e. supplying the assumed 'right' answer. But what was needed was more space for teachers to:

- question ideas (including their own) relating to each concept,
- develop an understanding of various perspectives on the concepts, and
- develop their own framework and principles to provide a professional response.

By allowing insufficient time to discuss these issues we probably focussed too much on exploring the 'how?' of education with a global dimension and not enough on the 'why?' and the 'what does it actually mean to me – and to my students?'

In going about it in this way we failed to question a well-established, but often fallacious, argument: we assumed that information about or exposure to an issue leads, as if by osmosis, to understanding, then to personal reflection, and finally to personal action.

At a workshop during the *Developing a Global School* Conference, Tide~ global learning outlined their experience of 'Enabling Global Learning' saying it,

'sounds deceptively simple.. but our experience is that this has been an ambitious challenge for Tide~ as a support organisation working in a West Midlands context. In teacher group discussions about learning we quickly see the need to enable students to explore issues in a global context and to examine the environmental, economic, social and political dimensions of these issues. The fast-changing and interdependent nature of our world is becoming a day to day reality that affects almost every aspect of our lives.

We all agree the need to support students in exploring this 'big picture' and their own place within it as a key aspect of their learning. In the same way perhaps we should be seeing teachers as professional learners who also need the time and space to explore their own 'big picture'. A key finding of the Tide~ Leadership of learning group³¹ was

'There needs to be a process that is inclusive and open-ended, that asks some big questions and provides the opportunity to talk about them'.

They strongly felt that there was a need for support frameworks and toolkits but not

²⁹ *Global learning – Leadership of learning group*, paper to Quality Global Learning Conference 2007
<http://www.tidec.org/Tide~talk/conferences/QGL%20conf%206-07/lead%20learn.html>

³⁰ *Taking Stock of a Development Education project*, p.13: <http://www.developingcitizenship.org.uk/pubs.htm>

³¹ *Quality Global Learning Conference*, June 2007, paper available at www.tidegloballearning.net

prescriptive manuals of 'how to do it'. This could be the opportunity to step back from day to day pressures and the chance to discuss the changing world in which we live, the current education context, what this means for schools and for learning and the implications for their own professional role. Where teachers have had such an opportunity [via in-school professional development days or external workshops etc] they have welcomed and valued it and recognised the usefulness of this exercise as a support to their own thinking and planning.'

© Tide~ global learning 2007

2.8 Encouraging shared learning between schools

In many whole-school developments, the role of peers has been found to have significant impact in generating staff learning, enthusiasm and motivation to implement the global dimension. There are various ways to approach this, some of which are outlined here.

Shared learning: Projects involving several schools gain much from providing opportunities for staff to work and train together (see Box 8). Those involved in the *Global Schools (UK) Project* have developed and shared lesson plans for curriculum areas and this has extended the overall project outcomes.

Box 8: Entitlement & Enrichment – Leeds DEC

With young children, action has to be appropriate and it is about putting in the building blocks that mean something can be built throughout their lives. The *Entitlement and Enrichment* primary school initiative was funded by DFID and implicitly drew on *Values and Visions* from 10 years ago³². Leeds DEC used a Whole School approach in six partnered primary schools to help values and attitudes become more explicit, in recognition that those involved have different starting points, as school communities and as individuals. The purposes of the project were:

- To raise awareness of Global Dimension (GD) issues and sustainability to develop global citizenship
- Education for sustainable development as well as about sustainable development
- Raising awareness of causes of inequality and poverty, sustainability in broadest sense
- Sharing good practice among 6 schools and externally through website and guidance document

GD co-ordinators were appointed within the schools (all had senior roles). Schools were matched so needed to be geographically accessible to each other but pairing was also balanced so that one school was further advanced. Coordinators had a day together every term and schools worked in pairs (with supply money) on two of the GD concepts, then making links with other concepts. There was then a process of incorporating six to eight Global Dimension concepts/aspects into medium and long term planning and curriculum delivery, sharing developments amongst project partners.

Peer Mentoring: The most successful motivator for the World Education Centre, Bangor in generating interest beyond those already 'in the know' in North Wales has been the peer mentoring scheme. This has been a funded project which pairs an experienced teacher with another to support their work. Some of these teachers have gone on undertake the MA modules offered at the Bangor University³³. Other experiences include working with Lead Professionals who then provide support to other teachers in their area.

Developing 'Cluster Groups' of schools: RISC has worked in partnership with schools in Berkshire to develop teacher-led 'centres of excellence' in the Global Dimension across the area. Learning between cluster groups of schools has had a big impact, helping to achieve breadth and then depth. DEC(South Yorkshire) also has positive experience within Rotherham *Excellence in City* clusters, working with groups of primary head teachers and using funding to bring in, for example, Whole School training and Southern Artists.

³² Found at: <http://www.dep.org.uk/pastprojects/valuesandvisions.php>

³³ *Global Citizenship - living with the big picture* (See <http://www.bangor.ac.uk/addysgbyd/>)

Teachers' forums: A Teachers' Forum in Bristol has established relationships and a reputation as well as contacts in and between primary and secondary schools³⁴.

Local linking between schools: Developing local links between schools is an increasing feature of Global Dimension work that can add significant strength. Although the local link school might be only 15 miles away, they may be radically different. Links often highlight the challenges of linking even between schools with equivalent technology, curriculum and resources. Basic skills needed in reciprocity and building relationships are emphasised and lessons learned are important if the school goes on to link with schools in the global 'South'.

2.9 Providing recognition

Benchmarking and awards systems such as the *International School Award*, the *Fairtrade Schools* scheme and *Rights Respecting Schools Award* offer recognition of progress and provide externally validated endorsement. They frequently provide a useful starting point for schools and motivate involvement and progression in introducing new themes and ideas. Section 3 below provides a summary of some of the relevant schemes currently open to schools.

There have also been several specific global dimension benchmarking, auditing and self-assessment frameworks developed to date (also referenced in Section 3). Schools in the Yorkshire and Humber region are offered a chance to take part in the Yorkshire and Humber Global Schools Association (YHGSA) *Global Schools Award* (see Section 4). A comprehensive document, *The Global School Guide* has been developed to support schools' progression through the criteria set out in the YHGSA benchmarks. The guide was published as an outcome of the Leeds DEC *Global Schools Project* (working with six schools from 2002 -2005) and sets out a process to help schools embed the global dimension across the curriculum, including advice on resources and sample lessons.

During the Leeds *Global Schools Seminar*, a discussion took place about encouraging the use of different benchmarks and awards schemes. It was recognised that in supporting global dimension work with schools, development education practitioners are trying not to be burdensome for teachers but that award schemes can actually add to their workloads. A balance needs to be struck between an approach having credibility and being rigorous whilst also being manageable.

It was thought that the global dimension benchmarking frameworks may build on one another. There are many similarities, for example, between the *Global Schools Award* benchmarks and the self-assessment criteria being developed with teachers by RISC. A suggestion at the seminar in Leeds was to look at existing global dimension benchmarks more closely to review the crossover between award schemes, audits and assessments.

Appendix 3 is a small exercise towards this, putting three existing schemes side by side:

- *Developing Citizenship Project* – 3 core areas of benchmarking
- *YHGSA Benchmarks for the Global Dimension in Education*
- *Oxfam's Global Citizenship in the Whole School 'Getting Started' audit*

There is awareness, however, that externally recognised awards are only one element amongst many others in supporting whole-school development and the global dimension. Self-assessment processes are often useful and valuable guides for schools to measure their own progress. **Section 3.8** below outlines a draft *Primary Global Schools Criteria for Self-Evaluation* currently being developed by RISC with the schools involved in their *Global Schools* initiative.

³⁴ Found at: http://www.african-initiatives.org.uk/development_education/teachersForum.html

SECTION 3 Audits, Awards and Benchmarking systems

3.1 DCSF Mapping Exercise

Since launching the *Sustainable Schools* strategy, the Department for Children, Schools and Families (DCSF) has received a lot of feedback from schools:

- pointing to confusion about all the awards on offer
- raising uncertainty about the priority that should be given to each of them
- requesting guidance about how the various awards fit with the eight doorways of the *Sustainable Schools* strategy
- requesting advice on where they sit within *Every Child Matters* and *Learning Outside the Classroom*.

DCSF has commissioned a mapping exercise to bring together 10 to 15 of the main national awards to show the links between them. These include the International School Award, Eco-Schools, Healthy Schools, Ashden Award, John Muir Award and others. A meeting of the main players took place at the end of November 2007 and there will be an advisory group of teachers and others to ensure the exercise is meeting expectations.

This mapping exercise is being led by ENCAMS (charity which runs Eco-Schools) on behalf of DCSF and they anticipate it being ready by March, with evaluations from June 2008. Ideally, the exercise would drill down into the detail of the 10-15 schemes but given its quite limited scope, the guidance will focus on top level links. A pdf document will be produced providing case studies of how schools have engaged with the different schemes. This will be referenced by all the award schemes and DCSF³⁵ via its website and Teachernet³⁶.

3.2 DCSF International Schools Award

global gateway

bringing an international dimension to education

The *International School Award*³⁷ (ISA) is a free accreditation scheme for curriculum-based international work in schools and is open to all schools in UK, India and Sri Lanka. 447 schools were awarded the ISA in 2007. The ISA is supported by education departments and devolved administrations across the UK and offers:

- a framework within which to form and develop international partnerships and achieve curriculum goals.
- ideas for developing collaborative curriculum-based international work with partner schools.
- recognition for teachers and their schools that instil a global dimension into the learning experience of all children and young people.
- opportunities to raise the school's profile through local and national media coverage

ISA provide a proforma to help schools undertake an audit of their international activities and encourage its use for example in providing evidence for the three categories of the scheme: Foundation, Intermediate and ISA. The guidance advises whole school staff to be involved in the audit and requests a reflection on the past year's international activities in curriculum and cross-curricular work, assemblies, visits and exchanges and links (both in the UK and overseas).

Schools have put forward an enormous range of activities as evidence of their international

³⁵ To be found at: <http://www.dfes.gov.uk/>

³⁶ To be found at: <http://www.teachernet.gov.uk/>

³⁷ Found at: <http://www.globalgateway.org.uk/default.aspx?page=1343>

activities. Examples provided on the ISA website (author's grouping) include:

- **International links** e.g. partner school in Europe, email links with overseas schools, international newsletters
- **Language** e.g. language awareness projects/foreign languages taught in the school,
- **Arts and culture** e.g. trips overseas to study cultures and establish school links, international poetry, artists from around the world, Global citizenship combined art/design/water project
- **Physical and Human Geography** e.g. comparison of pollution in UK and other countries, study of population change in different countries, geography field trips
- **Politics** e.g. UN Rights of children/an international display board, study of the EU / European Parliament and their impact, study of world issues (trade, aid, the environment) and their effect across curriculum subjects

ISA also promote joint curriculum projects, saying that they reinforce the concept of school partnerships, bringing an international dimension to the heart of the curriculum. Partner schools agree to work together for a set period of time on a project involving one or a number of subject areas, for example 'How the schools manage waste'. To work well, projects require careful planning at the outset and effective communication throughout.

The award has a high profile and gives prestige to schools, which can be an incentive. Schools say it provides a focus for the curriculum work and also serves to bring the school together as they develop a 'whole school' approach. In addition, it helps provide opportunities for building the school profile.

3.3 Developing Citizenship Project – benchmarks for secondary schools

Developing citizenship

a project for citizenship and secondary schools in a global context

The challenges and potential of global connections are relevant to the whole school as well as to individual subjects. The Developing Citizenship project developed a series of signposts or benchmarks that can help teachers and schools to:

1. reflect on,
2. evaluate current practice against,
3. plan responses to
these global-local challenges and opportunities.

Three core areas were selected reflecting the emphasis of the *Developing Citizenship* project: working with secondary schools on introducing whole-school development perspectives, human rights principles and a global dimension. The areas are:

- **curriculum planning and delivery** – providing young people with active experiences of citizenship in a globalised society

- **young people's participation and action** – creating opportunities for young people in their school and local community

- **school ethos and policy development** – reflecting the global context of local communities

These are not a once and for all 'standard' against which all 'global practice' in secondary schools can be tested. Instead they aim to provide guidance and realistic measures that can be taken in school for developing educational experiences that are relevant to young people as local, national and global citizens. The details of these three core benchmarking areas are provided in the *Taking Stock* report³⁸ and are also reproduced in **Appendix 4**.

³⁸ *Taking Stock of a Development Education project* <http://www.developingcitizenship.org.uk/pubs.htm>

3.4 Eco-Schools Award

Eco-Schools

The Eco-Schools programme³⁹ provides a simple framework to enable schools to analyse their operations and become more sustainable. The scheme is rooted in a genuine desire to help children become more effective citizens by encouraging them to take responsibility for the future of their own environment. It is not about environmental excellence, it is about a school starting to look at its impact upon the environment and how this is decided upon and can be managed.

Pupil involvement is a key part of the Eco-Schools programme. Having pupils engaged in the whole process, including monitoring, action planning and decision-making, leads to genuine ownership of the programme and an increase in their sense of responsibility for the school environment and local area. There are three award levels (Bronze, Silver and Green Flag) and the awards criteria can be found on-line.

3.5 Fairtrade School scheme



The *Fairtrade School* scheme⁴⁰ gives schools some easy-to-follow, practical steps to support Fairtrade. It enables pupils and teachers to make the links between lives in the UK and the lives of people in the poorest countries in the world who produce many of the things we buy. A Fairtrade school doesn't stop once it has achieved their award. Each year the school should let the Fairtrade Foundation know what they're continuing to do. To become a Fairtrade school, evidence is requested for each of the following five goals:

GOAL 1 - Set up a Fairtrade School Steering Group

The steering group is a group of people - teachers, pupils, other adults in the school community – who get together to lead the school in becoming a Fairtrade School.

GOAL 2 - Write and adopt a whole school Fairtrade Policy

The Fairtrade Policy puts in writing your decision to become a Fairtrade School, what that means for your school, and says that the whole school supports it

GOAL 3 - Commit to selling, promoting and using Fairtrade products

This is about making Fairtrade products (things such as drinks, snacks, footballs, fashion...) available in your school and beyond.

GOAL 4 - Ensure the whole school learns about Fairtrade issues

A Fairtrade School uses every opportunity to learn about the people who make the products, and how Fairtrade makes their lives more secure.

GOAL 5 – Commit to promoting and taking action for Fairtrade in school and the wider community

3.6 Healthy Schools

Healthy Schools

The National Healthy Schools Programme⁴¹ is a long-term initiative which is making a significant difference to the health and achievement of children and young people. The programme supports the links between health, behaviour and achievement; it is about creating healthy and happy children and young people, who do better in learning and in life. Schools say that the National Healthy Schools Programme has brought about sustained improvement in behaviour, standards of work and school management.

³⁹ Found at: <http://www.eco-schools.org.uk/whatis/index.htm>

⁴⁰ Found at: <http://www.fairtrade.org.uk/schools>

⁴¹ Found at: <http://www.healthyschools.gov.uk/About.aspx>

The impact of the programme is based on a whole-school approach to physical and emotional well-being focussed on four core themes:

- Personal, Social & Health Education
- Healthy Eating
- Physical Activity
- Emotional Health & Well-being

Whole-school approaches involve working with children and young people, parents, staff and the whole school community to provide a solid foundation from which developments and improvements may be embedded in a systematic way. These processes contribute to the physical and emotional development of all members of the school community.

3.7 Oxfam Global Citizenship Curriculum Audit **Oxfam Education**

Oxfam provides a practical starting point called, *Getting started - a Global Citizenship audit*, which sets out 14 key areas for consideration⁴². Schools record ideas of how progress could be made in each of the areas and are asked to identify the points along the Global Citizenship path as 'Excellent', 'OK', 'Working towards', and to outline 'Evidence and Action' (see **Appendix 3**). It can be adapted to suit different educational circumstances and the widest possible whole-school endorsement of action points is encouraged. Ideas are provided for developing action points and expanding on the 14 areas.

3.8 RISC Criteria for Self Evaluation **Global Schools** (under development)

RISC is working on a set of criteria based on a number of different models including their own *Global Dimension Guidelines* and the YHGSA *Global School Benchmarks*. The criteria are in draft form⁴³ at the moment and staff will be going back to consult with teachers: this is likely to be a long process. The headings are based on guidelines that RISC came up with at the start of the project using six different headings (see **Appendix 5** for an example of criteria under the heading, Teaching and Learning):

- Teaching & Learning
- Ethos & Policies
- Resources
- Monitoring & Evaluation
- Staff Development
- Communications

The starting point of the scoring is from *Assessing Quality in the Early Years* by Iram Siraj-Blatchford (Trentham books). RISC also looked at and Self-Evaluation Frameworks (SEFs) that schools have to fill in and found something quite similar in those (they want to coincide with what schools want and have to do anyway).

Schools evaluate themselves against a set of quite real situations statements and say which they most resemble. This includes being given a question and answer that delivery is either *inadequate* (1), *satisfactory* (3), *good* (5) or *outstanding* (7). Staff consider which example best describes their school and give themselves a score of 1 to 7 (even numbers may be used as well). Teachers have said that the framework is useful for example in thinking about where they want to be in two years time.

⁴² Found at: http://www.oxfam.org.uk/education/resources/global_citizenship/overall_files/ideas_for_getting_started_and_inspired.pdf

⁴³ Found at: <http://www.local4global.org.uk/node/57>

