



DFID Department for
International
Development



**GLOBAL
DIMENSION**
in SCHOOLS NI



The Global Dimension in Schools Northern Ireland

Guidance for policymakers

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 General Teaching Council For Northern Ireland
 Higher Education Institution Initial Teacher Education Cluster Group
 Northern Ireland Council for Integrated Education
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Contents

contents

Introduction	3	Department of Education	54
About this resource	4	Education and Training Inspectorate Environment and Citizenship Panel	59
About Global Dimension in Schools NI	5	Council for the Curriculum, Examinations and Assessment	66
About the Department for International Development	6	General Teaching Council Northern Ireland	69
Aims and objectives	7	Higher Education Institutes ITE Cluster Group	73
Context of consultation	8	BELB Curriculum Advisory and Support Service	80
Aims	9	SELB Curriculum Advisory and Support Service	84
Definitions	11	SEELB Curriculum Advisory and Support Service	87
		WELB Curriculum Advisory and Support Service	89
		Northern Ireland Council for Integrated Education	91
		Comhairle na Gaelscolaíochta	95
Background	15	Council For Catholic Maintained Schools	97
Background to consultation	16	The All Party Group on International Development	98
What is the Global Dimension in Education?	17	Progressive Unionist Party of Northern Ireland (PUP)	104
		Social Democratic Labour Party (SDLP) NI	107
Key concepts	21	Recommendations	110
The benefits	25	Case Studies	114
The value for young people	26	Global Education models	115
What does the Global Dimension do for us?	29	Case study: Wales	116
What does the Global Dimension look like in practice?	30	Case study: Australia	120
Local context	31	Case study: Finland	123
Curriculum context	32	Global Education in other European countries	126
The Big Picture Key Stages 1 & 2	34	Global Dimension in action: additional (UK) case studies	127
The Big Picture Key Stage 3	35	Resources	134
Skills and Capabilities	37	Bibliography and suggested reading	144
Every School A Good School	38	References	145
Monitoring and evaluation	39	Further reading	150
GTCNI Competences	40	Appendices	157
Research evidence in Northern Ireland	41	Appendix 1: target and participating organisations	158
Summary of method	47	Appendix 2: Position Statements	159
Findings	49	Appendix 3: detailed method	175
Summary	50		

introduction

“
Every child should be educated about development issues, so that they can understand the key global considerations that shape their lives.”

*Eliminating World Poverty: A Challenge for the 21st Century,
White Paper on International Development, DFID (1997), London, p.77*

About this resource

introduction

In January 2010, Global Dimension in Schools Northern Ireland commissioned Quinn Research Services to conduct a series of key informant interviews with, and to produce 'Global Dimension' policy guidance for stakeholders in formal education and education policy sectors. As a result, two documents were produced: a larger policy guidance and research findings document, and an Executive Summary which presents data from those interviews and a number of written position statements in abridged form.

Data from those interviews, and a number of written position statements, are presented in detail herein, and are available in brief in an Executive Summary document. Data were used to determine the current policy environment for the Global Dimension; identify opportunities for and challenges to advancing the Global Dimension in the Curriculum; and ultimately to raise the profile of the Global Dimension amongst all stakeholders in formal education.

Additionally, the research findings were supplemented with the production of a policy resource, intended as guidance for local policy makers and key stakeholders within formal education. The resource is intended as a guide for introducing the Global Dimension, and its relevance to our schools, communities, and our shared futures. By offering perspectives on the Global Dimension, as well as related methods and practices, this resource aims at strengthening the overall work, and to highlight the necessity for a policy framework for the Global Dimension in formal education.

Rather than a comprehensive or completed work, the resource should be regarded as an ongoing process of evolution - regularly reviewed and updated with new ideas, inputs and practices. As such, it is intended as a starting point for further debate and development of the Global Dimension policy in Northern Ireland. To this end, the Global Dimensions in Schools NI welcomes feedback and input to the document.

This resource contains:

- » An introduction to key Global Dimension concepts
- » How the Global Dimension fits into the NI Curriculum
- » The need for a focus on the Global Dimension
- » Examples of international best practice
- » Additional Global Dimension resources



This guide is intended for:

Local educationalists and policy makers, including:

- » MLAs and local politicians
- » Education and Library Board CASS
- » Teacher Educators
- » DE and relevant Government Departments



About Global Dimension in Schools NI

The Global Dimension in Schools NI is the Northern Ireland regional project for Department for International Development's (DFID) Enabling Effective Support (EES) initiative. The main aim of the initiative is to provide educators with effective and sustained support to incorporate the Global Dimension into the teaching of all Northern Ireland Curriculum subjects. The Global Dimension in Schools NI (GDSNI):

"..aims to raise awareness and understanding of how global issues affect the everyday lives of individuals, communities and societies and how all of us can and do influence the global."

(Source: DEA , from Global Dimension in Schools NI web site)

During 2009-2010, GDSNI activities have included:

- the provision of a forum for academic staff from ITE institutions in Northern Ireland, which focuses on sharing best practice, collaborative working, and capacity building within and across the institutions;
- the development and delivery of a programme in collaboration with the Centre for Global Education where local schools have access to training on the Global Dimension, provided by ethnic minority representatives from local communities;
- the development of a 'thematic unit on the Global Dimension for Key Stage 3' in conjunction with the Council for the Curriculum, Examinations and Assessment to be used within post primary schools in Northern Ireland;
- the provision of training on the Global Dimension for teachers, school leaders, Education and Library Board advisors and school inspectors, which addressed current deficits in the provision of teacher training on the Global Dimension;
- the commissioning and management of consultation and research projects, with a focus on assessing how the Global Dimension is being delivered and resourced through the revised Northern Ireland Curriculum; and
- the provision of a 'one stop' online resource.

Visit "Global Dimension in Schools NI" web site at:
www.globaldimensioninschools.org

EES initiative: www.dfid.gov.uk/Documents/publications/Enabling-effective-support.pdf

Source: www.globaldimensioninschools.org/aims-and-objectives.php

About the Department for International Development

The Department for International Development (DFID)

In 1997, the Department for International Development (DFID) - formerly Overseas Development Administration (ODA) - was created to:

"meet the many challenges of tackling world poverty. It is DFID's job to make sure UKaid works its hardest to help the world's poor".

DFID's work is guided by two sets of targets:

- the Millennium Development Goals (MDGs), the international targets agreed by the United Nations (UN) to halve world poverty by 2015; and
- the Government's Public Service Agreement (PSA) which sets objectives and targets against which DFID measure progress.

Among its key objectives, DFID set out to make global development a national priority and promote it to audiences in the UK and overseas, while fostering a new 'aid relationship' with governments of developing countries.

DFID works with a wide variety of international bodies, organisations, charities and non-governmental organisations (NGOs). Taken together, all these bodies and agencies amount to a global aid 'system'. They include:

- global financial organisations such as the World Bank;
- global political organisations such as the United Nations;
- regional organisations such as the European Union or regional development banks;
- other donor countries such as the members of the Development Assistance Committee; and
- charities and non-governmental organisations (NGOs).

<http://www.dfid.gov.uk/About-DFID/History1/>

Millennium Development Goals web site:
www.mdgmonitor.org

PSA framework:www.cabinetoffice.gov.uk/third_sector/partnership_working/public_service.aspx

Who DFID works with:
www.dfid.gov.uk/About-DFID/Quick-guide-to-DFID/Who-DFID-works-with/

aims and objectives

“
We live in one world. What we do affects others, and what others do affects us, as never before. To recognise that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.”

Department for Education and Skills, United Kingdom (2004)

Consultation aims and objectives

Context of the consultation

Since the phased introduction of the revised Curriculum in 2007, schools in Northern Ireland have had greater opportunities to provide pupils with a more enriched experience of learning that is intended to prepare them as citizens for the 21st century. This is captured in the aim of the Northern Ireland Curriculum:

"to empower young people to develop their potential and to make informed and responsible decisions throughout their lives".

(CCEA, 2007)

The Curriculum framework specifies a minimum entitlement for all learners, and includes Key Elements such as citizenship, education for sustainable development, employability and media awareness across the curriculum. The flexibility of the revised Curriculum now allows teachers to meet the statutory Learning Outcomes, but also to go beyond the minimum content to provide an engaging and motivating learning experience for pupils.

It is in this revised context that valuable issues such as the Global Dimension can now be explored with pupils in an authentic way, not only within Citizenship Education, but in a range of other subjects across the Curriculum.

The main aim of the Global Dimension in Schools Northern Ireland is to

"raise the awareness and understanding of how global issues affect the everyday lives of individuals, communities and societies and how all of us can and do influence the global."

(Global Dimension in Schools Northern Ireland, 2009)

Education clearly has a role in achieving this aim, but for this aim to be met, there is a need for the status and position of the Global Dimension to be enhanced

The Statutory Curriculum at Key Stage 3. Rationale & Detail, CCEA, (2007). Belfast:
www.nicurriculum.org.uk/key_stage_3/statutory_curriculum_ks3.pdf

Global Dimension in Schools Northern Ireland (2009)
Aims and Objectives.

Available at: www.globaldimensioninschools.org/aims-and-objectives.php

Consultancy aims and objectives

amongst statutory and non-statutory bodies in education and ensure recognition of the value of the Global Dimension at all levels throughout the education and political system.

Overarching aim

To strengthen the policy framework for the Global Dimension in schools through the production of a policy resource.

Specific aims

The primary aim of this consultation was the production of a policy resource for the Global Dimension in Schools. The resource is intended to raise the profile of the Global Dimension in Education among local policy makers and to present key concepts and international examples of best practice.

Two documents were produced: (a) a complete document which contains the aforementioned policy guidance, summative literature review, and research findings in full (the current document); and (b) an Executive Summary which presents data from those interviews and a number of written position statements in abridged form.

A literature review

This resource includes a summative literature review to support the resource. Particularly, the review focuses on current empirical evidence, examples of good practice to help inform the resource. This review is intended to provide a starting point for further debate and development of Global Dimension policy.

A survey element

The consultants conducted a series of face to face, structured and focus group interviews with identified key informants within formal education and policy sectors. Additionally, a number of key informants provided written position statements on behalf of their organisations. The findings from the survey element were used to determine the policy environment for the Global Dimension; and identify opportunities for and challenges to advancing the Global Dimension in schools. The findings and related recommendations are included in this policy resource.



definitions

“*Education, if it is to be meaningful, in a world characterised by constant change and accelerating globalisation, must not only draw sustenance and understanding from the past, but must equally recognise the uncertainties of today and the opportunities of tomorrow.*”

General Teaching Council NI (2007)

Clarifying 'global' terms

A number of sometimes overlapping terms weave through the 'Global Dimension in the curriculum' narrative, but, as Hicks (2002) indicates, they do not necessarily share a common meaning. The terms are often used as if interchangeable, which fosters fuzziness in the understanding and consequently effective application of these terms. In an attempt to clarify the common terminology, Hicks provided the following definitions:

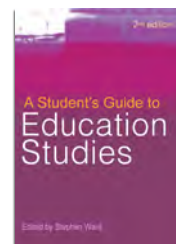
Global Education. The term used internationally to designate the academic field concerned with teaching and learning about global issues, events and perspectives.

Development Education. Originated with the work of NGOs concerned about issues of development and North-South relationships. Focus has widened to embrace other global issues but development remains the core concept.

Global Dimension. Refers to the curriculum taken as a whole and the ethos of a school; those subject elements and cross-curricular concerns that focus on global interdependence, issues and events.

Global Perspective(s). What we want students to achieve as a result of having a Global Dimension in the curriculum; in the plural refers to the fact that there are different cultural and political perspectives on global matters.

International Dimension. Literally 'between countries' - international relationships; also refers to the study of a particular concern e.g. education, as it manifests in different countries. NB. International refers to 'parts' and 'global' to the whole.



Source: Hicks, 2002, page 21

Hicks, D. (2002). The Global Dimension in the curriculum. In "Ward, S. (ed., 2004). Education Studies: A Student's Guide". Chapter 2, page 19-35. Routledge, UK.

Hicks (2008) argues that, both currently and historically, there are some important differences between global education and development education in the UK. Whilst there has been a convergence of interest, these differences still show. They are summarised below.

	Global education	Development education
Origins	Progressive educators	NGO
Key concept	Interdependence	Development
Focus	Any global issue	Local-global development
Exemplars	World Studies 8-13 Pike & Selby	OXFAM, Christian Aid, DEA, DECS
Location	Higher education	Voluntary sector

In development education, for example, social justice is more likely to be a focus of concern than say environment or peace; there is still often a campaigning feel about some educational work; and the theoretical base of development education still needs further elaboration.

"Thus whilst a global citizen might be 'outraged by social injustice' (Oxfam, 2006) this is not an appropriate educational learning outcome. Neither, I think, is the 'alleviation of poverty' which is at the heart of DfID's (2008) work. They are outcomes for campaigners. This blurring of the boundaries between campaigning and education would seem to arise directly from development education's origins and history" (page 13).

Hicks, D. (2008). Ways of seeing: the origins of global education in the UK.

Online: www.teaching4abetterworld.co.uk/docs/Download2.pdf

Clarifying 'global' terms

Global citizenship. That part of the Citizenship curriculum which refers to global issues, events and perspectives; also being or feeling a citizen of the global community as well as cultural or national communities.

Globalisation. The innumerable interconnections - economic, cultural, technological, political - which bind the local and national into the global community; the consequence of neo-liberal economic policies which see everything, including education, as a commodity to be sold in the global market place.

"Sometimes the terms [are] used as if they were interchangeable...this can lead to a general fuzziness about global education. Having a link with a school elsewhere in the world...is not necessarily good practice in global education. Neither necessarily is teaching about...the war in Iraq. A number of key components have to be present before one can properly use the term...or argue that there is a Global Dimension in the curriculum. The place to begin is with global issues...and events that young people need to understand to make sense of their lives. [These] fall into four broad categories: wealth & poverty; human rights; peace & conflict; and the environment. These issues are...both local and global in nature."

(Hicks (2002), page 21-22)

Source: Hicks, 2002, page 21-22, In Ward, S. (2004).



background

“If we are to successfully develop a modern, world-class curriculum that prepares all learners for the future we must ensure that it is permeated by a Global Dimension. A curriculum fit for purpose in the twenty-first century should encourage the development of critically thinking pupils who are not only aware of global issues and events from different points of view but also realise that they can be effective participators in working on challenges, solutions and opportunities.”

Mick Waters, Director of Curriculum, Qualifications and Curriculum Authority. (2007)

Background to the consultation

The world that our young people are growing up in is changing rapidly. Not only are new local political and social landscapes emerging, but wider issues of climate change, changes in the world's economy, and in global politics present an ever changing and sometimes volatile global context.

There is a Global Dimension to all aspects of their daily lives, in the clothes they wear, the food they eat, the music they listen to, to the careers they choose. Television, the internet, international sport and increased opportunities for travel all bring the wider world closer into daily life.

"Education, if it is to be meaningful, in a world characterised by constant change and accelerating globalisation, must not only draw sustenance and understanding from the past, but must equally recognise the uncertainties of today and the opportunities of tomorrow." GTCNI (2007, page 47)

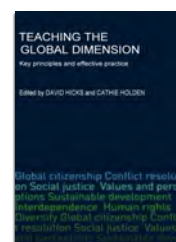
Furthermore, the world that they will take charge of as adults will have changed further still. All of this presents our young people with a range of opportunities and challenges. Globalisation has the potential to be an opportunity or a threat, because these continual changes brings with them challenges.

"It is vital that today's children in the UK are aware of just how interconnected they are with children on the other side of the planet, that they view themselves as part of global society and understand the effects their day to day behaviour can have elsewhere. Teachers have a hugely valuable role to play in achieving this awareness."

Douglas Alexander, Secretary of State for International Development (2008)

Young people need to develop skills, such as critical thinking and relating their own experiences and knowledge to wider issues, in order to participate fully and recognise their responsibilities as members of a global community.

The Global Dimension is applicable across and is increasingly relevant to their



Hicks, D. & Holden, C. (eds) (2007) *Teaching the Global Dimension: Key principles & effective practice*.

With chapter contributions from leading educationalists, this book explores both the theory and practice of 'global education' and provides a framework for understanding global issues. **Publisher:** Routledge. For more visit: www.routledge.com/books/details/9780415404495/



Source: *Teaching: the Reflective Profession*. GTCNI (2007).

The document offers an insight into the Council's understanding as to what constitutes competence and a basis for further reflection and discussion. **Online at:** www.gtcni.org.uk/uploads/documents/GTCNI_Comp_Bmrk%20%20Aug%2007.pdf



Source: *Bringing the World into the Classroom Education for Today's Global Society*, DFID (2008), page 2

Online: www.dfid.gov.uk/Documents/publications/bring-world-into-classroom.pdf

What is the "Global Dimension in Education"?

education, because it has the potential to empower our young people to nurture these skills and values.

"The Global Dimension is educational activity, integrated across the curriculum and school, that enables pupils to engage with global issues, experience and value diversity, understand how their choices impact upon the lives of others and act wisely and fairly for a sustainable global future." (EEDEN 2006)

Source: East of England Development Education Network (EEDEN) web site - <http://www.nead.org.uk/schools/eaden>

Within the literature and relevant resource documents, there are many definitions of the Global Dimension in education. Hicks (2002) sees it as referring to the curriculum taken as a whole and the ethos of a school; those subject elements and cross-curricular concerns that focus on global interdependence, issues and events.

As such, a number of key components *have* to be present before one can properly use the term. As previously indicated, these fall into four broad categories: wealth and poverty; human rights; peace and conflict; and the environment. These issues are both local and global in nature.

The DFES document 'Developing the Global Dimension in the school curriculum' (2005) states:

"The Global Dimension incorporates the key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. It explores the interconnections between the local and global. It builds knowledge and understanding, as well as developing skills and attitudes." (page 1)

This broad description of the Global Dimension, focusing on eight key concepts, underlies the working definition employed throughout this resource. A fuller definition follows.



Developing the Global Dimension in the school curriculum (2005). Schools already do a lot to promote the Global Dimension. The aim of this booklet is to develop this further and place the school curriculum within a broader, global context. Published by DFID, DfES, QCA, DEA and the British Council. Download in pdf format at: www.dfid.gov.uk/Documents/publications/dev-global-dim.pdf

What is the "Global Dimension in Education"?

Origins of the Global Dimension in Education

The commitment to global education in the UK and Northern Ireland, has, as in many other countries, grown from shared international concerns from the 1960s onwards and developed through the initiative and efforts of individual educators, often in partnership with non-government organisations.

The introduction of the National Curriculum (1989 in Northern Ireland) led to much of the innovative work of educators and others being marginalized in the 1980s (Hicks and Holden, 2007). But by the late 1990s, the need for citizenship, education for sustainable development and a Global Dimension in education was recognised as integral to quality education and the interest in local and global issues was revived.

At the same time in the late 1990s, the political drive increased when the Department for International Development (DFID) published the White Paper 'Building Support for Development' (HMSO, 1999). This paper outlined DFID's strategy to

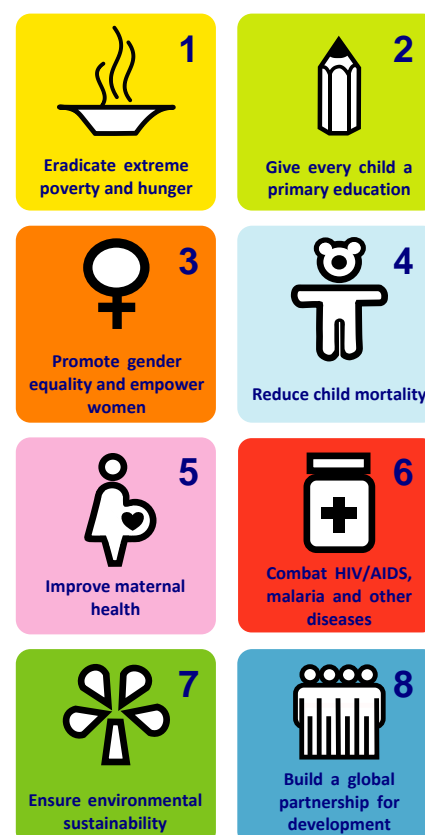
"promote public understanding of our interdependence, of the need for international development" (page 3).

A key priority for the strategy was the pursuit of this aim through the formal education sector and that global issues should be incorporated into curriculum provision, guidance, resources and teacher training. The strategy also committed to discussion with the Inspection bodies to consider the scope to expand the inspection of development education in schools (ibid).

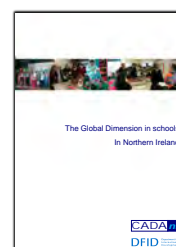
In 2000, DFID published a second White Paper 'Eliminating World Poverty: Making Globalisation Work for the Poor' (HMSO, 2000) which focused on the UN International Development Targets, or Millennium Development Goals, the set of targets for reducing world poverty by 2015 agreed by the international community. These goals have informed much of DFID's work in international development and, in particular, its development education programmes (Reynolds et al, 2004).

White Paper 'Building Support for Development' (HMSO, 1999). Online: www.dfid.gov.uk/Documents/publications/buildingsupportdevelopment.pdf

The Millennium Development Goals



Source: <http://www.mdgmonitor.org/>



Reynolds, M., Knipe, D. and Milner, S. (2004) The Global Dimension in Schools in Northern Ireland. Report to CADA, Belfast. Online at: www.stmarys-belfast.ac.uk/downloads/research/eespaper.pdf

What is the "Global Dimension in Education"?

Two other white papers, issued in 2006 and 2009 reinforced the message of these previous papers, and two Acts of Parliament have since helped to position development higher on the national agenda.

The International Development Act 2002 clarified the purpose of aid spending as poverty reduction; while the International Development (Reporting and Transparency) Act 2006 defined DFID's annual reporting to Parliament through its Annual Report.

Non-Government Organisations

A significant level of support for development education in Northern Ireland has come from the Non-Government Organisation (NGO) sector and the Coalition of Aid and Development Agencies Northern Ireland (CADA) which represents 19 different agencies working on international development.

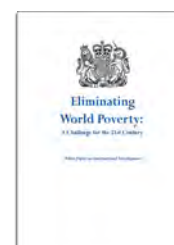
A large number of NGOs have provided support on a variety of levels including innovative resources and materials for teachers, visiting speakers and advice to schools.

Despite the demand from schools for this type of support, the NGOs have reported difficulties in collaborating with the formal education sector. These include the perceived lack of importance attached to the Global Dimension in the curriculum and a lack of support from Government regarding policy and funding (Reynolds et al, 2004).

International Development Act 2002:

www.dfid.gov.uk/About-DFID/History1/International-Development-Act-2002/

International Development (Reporting and Transparency) Act 2006: www.dfid.gov.uk/About-DFID/History1/International-Development-Reporting-and-Transparency-Act-2006/



DFID (1997). Eliminating World Poverty: A challenge for the 21st century. White Paper on International Development. www.dfid.gov.uk/Documents/publications/whitepaper1997.pdf



DFID (2000). Eliminating world poverty: making globalisation work for the poor. White Paper. www.dfid.gov.uk/Documents/publications/whitepaper2000.pdf



DFID (2006). Eliminating world poverty: making governance work for the poor. White Paper. www.dfid.gov.uk/Documents/publications/whitepaper2006/whitepaper-printer-friendly.pdf.



DFID (2009). Eliminating world poverty: making governance work for the poor. White Paper. www.dfid.gov.uk/Documents/whitepaper/building-our-common-future-print.pdf.

What is the "Global Dimension in Education"?

Coalition of Aid and Development Agencies Northern Ireland (CADA) is a network of organisations involved in international development and development education, which aims to build the capacity of the sectors in Northern Ireland in order to positively influence policy makers as well as public opinion and behaviour towards greater global justice and equality.

The organisations represented include: Amnesty International Ireland; British Council NI; British Red Cross; Centre for Global Education; Children in Crossfire; Christian Aid Ireland; Concern; Disability Aid Abroad; Irish Congress of Trade Unions; Justice North; Oxfam Ireland; Save the Children; SEEDS; Tearfund; Tools for Solidarity; Trócaire; United Nations Association of Great Britain and Northern Ireland; VSO; and War on Want NI.

CADA has its secretariat c/o Concern Worldwide, 47 Frederick Street, Belfast BT1 2LW. Telephone: 028 9033 1100; Fax: 028 9033 1111

The Global Dimension in Education in Northern Ireland

In 2003, DFID launched the regional *Enabling Effective Support* (EES) initiative for England, Scotland, Wales and Northern Ireland to enhance the Global Dimension in the formal education sector. The Enabling Effective Support strategy is founded on the proposition that

“young people have a right to an education that will prepare them for today’s globalised society”

(DFID, 2003, p3).

The Global Dimension in Schools NI is the regional programme for the EES initiative here in Northern Ireland and has been operational since 2007.



Enabling Effective Support.
Responding to the challenges of the global society: a strategy of support for the Global Dimension in education.

EES is an initiative funded by

EES is an initiative funded by the UK Government’s Department for International Development (DFID). EES supports the development of regional strategies so that teachers can get effective and sustained support in embedding a Global Dimension in the curriculum.

PDF available at: www.dfid.gov.uk/Documents/publications/Enabling-effective-support.pdf

the key concepts

“

The Global Dimension incorporates the key concepts of global citizenship, conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. It explores the interconnections between the local and global. It builds knowledge and understanding, as well as developing skills and attitudes.”

DFES (2005)

The eight key concepts of the Global Dimension

A significant contribution to a shared understanding of what the Global Dimension actually is in Northern Ireland schools has been the development of the eight Key Concepts referred to in the Department of Education and Employment (now Department for Education and Skills) report 'Developing a Global Dimension in the School Curriculum' (DFES, 2005). The eight Key Concepts of the Global Dimension provide a conceptual framework for teaching and learning across the curriculum. This framework is intended to support *"thinking about the Global Dimension and building it into the curriculum"* (ibid, p 5).

The eight interrelated concepts, as referenced in UK based educational literature and curriculum support materials relating to the Global Dimension, are as follows:

1. **Values and perceptions.** Developing a critical evaluation of representations of global issues and an appreciation of the effect these have on people's attitudes and values.
2. **Diversity.** Understanding and respecting differences and relating these to our common humanity.
3. **Social justice.** Understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people.
4. **Conflict resolution.** Understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony.
5. **Human rights.** Knowing about human rights including the UN Convention on the Rights of the Child.
6. **Sustainable development.** Understanding the need to maintain and improve the quality of life now without damaging the planet for future generations.
7. **Global Citizenship.** Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens.
8. **Interdependence.** Understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale.

The eight key concepts of the Global Dimension

values & perceptions

diversity

social justice

conflict resolution

human rights

sustainable development

global citizenship

interdependence

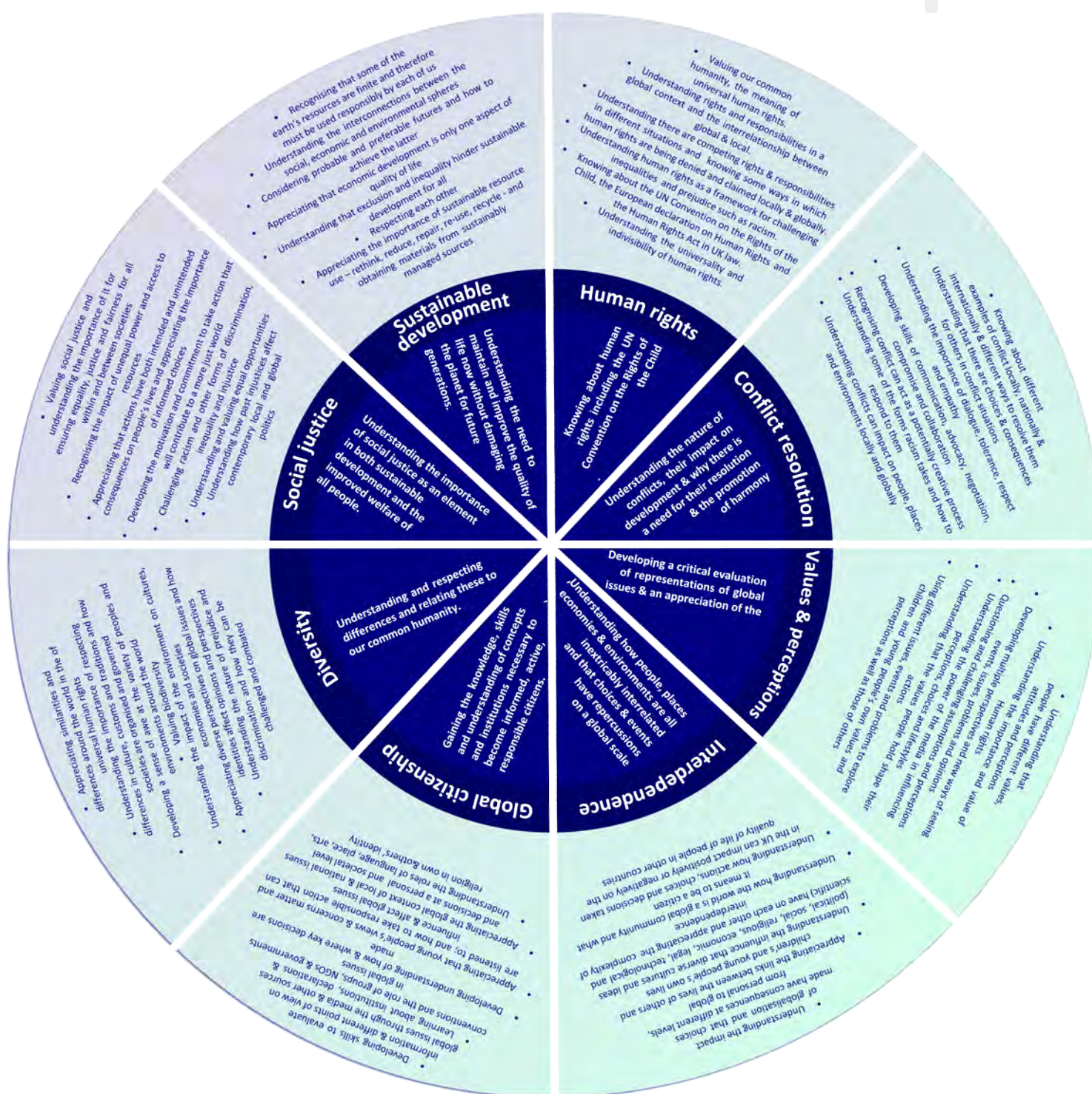
The eight key concepts of the Global Dimension reflect some of the issues that face individuals and society, both locally and globally. The eight concepts were developed to provide a framework within which to understand the Global Dimension. They are all important and interrelated but, in different contexts, different concepts take a more central position and underpin the others. In lesson planning, they can be used as 'lenses' to look at issues in a range of ways. The Global Dimension spans the curriculum and teaching with the concepts helps keep learning relevant. The Global Dimension is not a discrete subject, but lens to explore global issues, and a platform for learning that should permeate the curriculum and the life of the school community. The Global Dimension contributes to the development of key skills including (cross-cultural) communication, collaborative working, and an awareness of diversity in opinion and perspective. It contributes to critical thinking skills by encouraging pupils to analyse, evaluate, question assumptions; and creatively identify ways to achieve positive change.



More on the 8 Key concepts:

- » The Global Dimension in the Curriculum, NI: [www.globaldimension.org.uk/uploadedFiles/About Us/gdw_gd_in_curriculum_n_ireland.pdf](http://www.globaldimension.org.uk/uploadedFiles/About%20Us/gdw_gd_in_curriculum_n_ireland.pdf)
- » Global Thinking website: <http://global-thinking.org.uk/What-is-the-Global-Dimension.html>
- » Global Dimension website, case studies: www.globaldimension.org.uk/CaseStudies/?id=56

The key concepts: the Global Dimension lens



The DfES International Strategy states that “all who live in a global society need an understanding of the eight key concepts” (p6) to meet Goal 1 of the Strategy which is “equipping our children, young people and adults for life in a global society and work in a global economy.” Children and young people develop their understanding of their role as citizens within local and global contexts and extend their knowledge of the wider world. Their understanding of issues such as social justice and diversity increases. They realise the importance of critical thinking, of action and how this can improve the world. Adapted from: *Developing the Global Dimension in the school curriculum* (2005), p12.

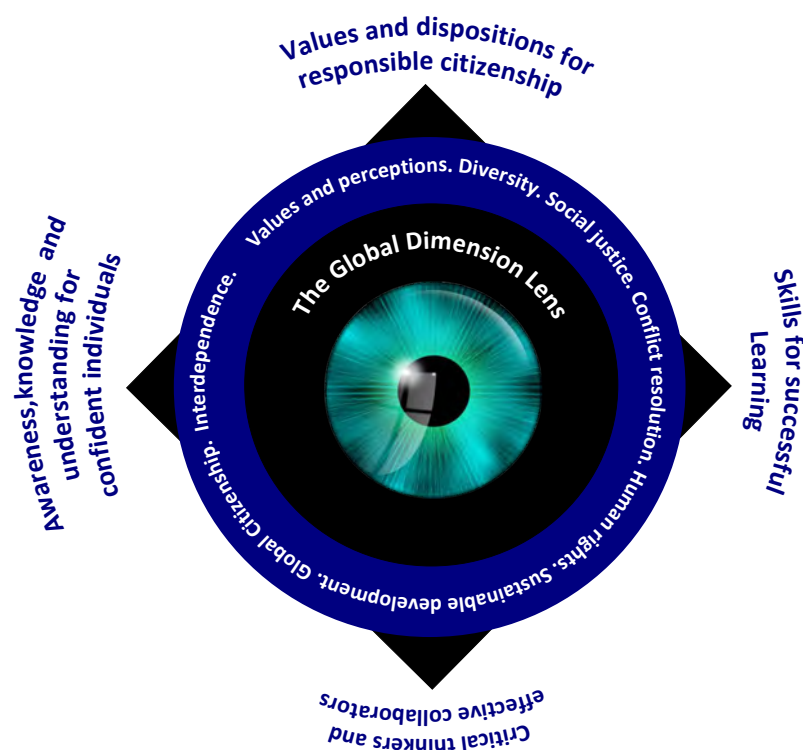
Putting the World into World-Class Education



education and skills

DfES (2004) 'Putting the world into world-class education: An international strategy for education, skills and children's services' (DfES/1077/2004). The strategy for schools in England focuses on one goal: To equip children and young people for life in a global society and work in a global economy. Available online at the Global Gateway web site. www.globalgateway.org.uk/PDF/International-Strategy.pdf

The key concepts: the Global Dimension lens



Adapted from The Global Dimension in the Curriculum educating the global citizen, (Learning and Teaching Scotland, 2007)

Niens, U. and Reilly, J., (2009). Monitoring and Evaluating the Delivery and Impact of the Global Dimension through the Northern Ireland Curriculum: An interim research report. Queen's University Belfast/University of Ulster: Belfast

Marshall, H., (2007). Global education in perspective: fostering a Global Dimension in an English secondary school. Cambridge Journal of Education, 37 (3), pp. 355-374.

The key concepts are intended to be used by school leaders, coordinators and teachers in a range of ways. They can provide a focus for strategic planning and evaluation of whole school approaches to the Global Dimension; they can provide a structure for the exploration of issues by asking key questions through the *lens* of each concept. There is no hierarchy among the key concepts:

“they are all important and interrelated but, in different contexts, different concepts take a more central position and underpin the others.”

(*ibid*)

The key concepts provide a common language for the Global Dimension which should be accessible to all educational stakeholders - schools as well as other partnership organisations such as NGOs. For effective implementation of a Global Dimension in education, it is imperative that the conceptual framework underpinning the understanding is clearly defined, and as far as possible, mainstreamed to provide shared understanding for all involved. This will ensure that the conceptual framework is fit for purpose and address the concerns of those who view global education as a "woolly and ill-defined" concept (Marshall, 2007, p356, in Niens and Reilly, 2009, p3).

the benefits

“*Education is not the filling of a pail, but the lighting of a fire.*”

W. B. Yeats

The value for our young people

The Global Dimension places education in its widest and most compelling context: the real world. It is not just about curriculum content: it is about values, actions and pedagogy. With appropriate teaching methods and established key concepts it can become standard practice in every key stage, subject and aspect of school life.

At a local level, the pace of change in our society has been unprecedented as in the last 10 to 15 years Northern Ireland has become an increasingly diverse and multicultural society. Schools have first-hand experience of these changes as the pattern of intakes for many schools have altered significantly. Pupils have a growing awareness of similarity and difference and the challenge this brings to schools should not be underestimated. A Global Dimension to learning and teaching can provide opportunities for pupils to:

"critically examine their own values and attitudes; appreciate the similarities between peoples everywhere, and value diversity; understand the global context of their local lives; and develop skills that will enable them to combat injustice, prejudice and discrimination" (DFES, 2005, page2).

Embedding a Global Dimension in learning has the potential to help pupils to become responsible and articulate critical thinkers, as they engage with global issues and experience and value diversity.

This can have far reaching benefits for pupils' motivation to learn, and their capacity for participation in the world around them. They can learn to understand how their choices impact upon the lives of others and how to act wisely and fairly for a sustainable global future.

The benefits of these learning experiences in a Northern Ireland context cannot be underestimated. As a post-conflict society, the learning to be gained from examination of issues using the Conflict Resolution lens, for example, must be recognised as essential for our young people. This value of the transfer of this type of learning from an unfamiliar, global context to a familiar, local context is hugely

Modified from: "Putting the Global Dimension into Practice". **Global Thinking (2009)**. East of England Development Education Network.

Online: www.global-thinking.org.uk/images/stories/pdf/putting_GD_into_practice.pdf



Putting the World into World-Class Education. An international strategy for education, skills and children's services, DFES (2005). Online: www.globalgateway.org.uk/PDF/International-Strategy.pdf



'Every School a Good School – Supporting Newcomer Pupils'.

This policy was launched in April 2009, and has been developed to enable newcomer pupils to feel welcome within and

participate fully in the curriculum and life of the school. Download (in English) at: http://www.deni.gov.uk/main_doc_english-3.pdf; and in Gaelic at: www.deni.gov.uk/main_doc_irish-3.pdf

The value for our young people

significant. The complexity of this, however, presents a real challenge to our educators.

The role of our educators in helping to develop a more inclusive society in Northern Ireland is clearly documented in the OFMDFM's 'A Shared Future' (2005) policy and strategic framework, which is intended to help redress the challenges of Northern Ireland society. Central to its objectives is the need to eliminate sectarianism, racism and all forms of discrimination, and to promote civic-mindedness and citizenship education.

The strategy framework also highlights the role for the Department of Education and the Department for Employment and Learning to *"develop sustained opportunities for shared and intercultural education at all levels"* (p24) and to ensure that schools, through policies, structures and curriculae, prepare pupils for life in a diverse and intercultural society and world. The role of teachers is central to this. The essential role of Initial Teacher Educators is also recognised within this process:

"the universities and institutions with responsibility for training new teachers have a key role to play in preparing them to teach about living and working in a shared society and helping children and young people to respect each other's values and differences" (p 27).

The instilling of the Global Dimension key concepts within schools and Initial Teacher Education programmes has the potential to support the strategic objectives outlined by the OFMDFM.

The "Global Skills Race"

It is also essential that we understand our role in the global economy and the 'global skills race' (TLRP, 2008). Young people, particularly, need to



A Shared Future: Policy and Strategic Framework for Good Relations in Northern Ireland.

'A Shared Future' set out the OFMDFM's aim of establishing over time a shared society, defined by a culture of tolerance.

Policy document (pdf):

www.asharedfutureni.gov.uk/policy-strategic.pdf

Website:

www.asharedfutureni.gov.uk/

The value for our young people

understand the global trends in education, employment and the job market and how this can affect their choices for learning for life and work.

“Global competition is understood as a competition for skills – the more skilled the workforce, the more competitive the economy” (p 16)

Are pupils interested in the Global Dimension?

A number of studies, not only in the UK, but in Northern Ireland indicated that many pupils found the Global Dimension enjoyable and relevant (Reynolds, et al (2004); Niens & Reilly, (2009), see NI research section). Many felt motivated to engage with the concepts across a range of curricular and extra-curricular activities, (80:20, 2003). The Initiative has been demonstrated to have a positive effect on student teachers also, (McCutcheon et al, 2008). Though these results are encouraging, they suggested that more needs to be done to support the Global Dimension, as evidence of critical engagement in issues was limited, (McCutcheon et al, 2008; Niens & Reilly, 2009).

Finding time and space for the Global Dimension

The Global Dimension can bring cohesion to a curriculum divided by subject boundaries, departments, pressing initiatives and conflicting priorities. Consider the analogy of a bucket filled with large stones to represent the subject areas of the curriculum, touching at key points but otherwise separate. Pour in some gravel, some sand and then some water and not only is there space between the ‘subjects’ but the gaps have been filled and subjects cemented together.



Education, globalisation and the knowledge economy. A Commentary by the Teaching and Learning Research Programme (2008). Institute of Education, London.
Online: www.tlrp.org/pub/documents/globalisationcom m.pdf

Source: Tucker, S. (2008). Why should LAs provide advisory support for the Global Dimension to learning in schools? EEDEN (update July 2009). Online: www.global-thinking.org.uk/images/stories/documents/Why_LA_support.pdf

What can the Global Dimension do for us?

a

The Global Dimension:

- » enriches learning and unlocks creativity at every key stage, subject and in all aspects of school life;
- » underpins the ethos that Every Child Matters and extends its values to every child in the world;
- » supports our Education Strategies; and
- » enhances community cohesion and promotes anti racist perspectives.

b

Outcomes: Pupils with increased skills, motivation & attitudinal change.

The Global Dimension will help learners to:

- » explore & make sense of big issues in the world;
- » think critically and creatively about topical & controversial issues;
- » deconstruct issues and events and consider them from a range of perspective;
- » 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;
- » learn that local and global issues are interrelated and do not always have easy answers ;
- » learn that making informed choices requires information, skills and active participation; and
- » participate in society as active & responsible global citizens.

These outcomes have far reaching benefits for pupils' motivation to learn, behaviour towards others and participation in the world around them.



Modified from "The Global Dimension in Action: a curriculum planning guide for schools." QCA (2007) This publication is aimed at school leaders and teachers of all subjects across England, and is a guide to developing a Global Dimension within the curriculum. It includes 14 case studies from diverse schools around the country demonstrating their Global Dimension activities. In addition, it contains practical ideas for staff to implement similar projects, and incorporate the Global Dimension in the curriculum. Online at: <http://orderline.qcda.gov.uk/gempdf/1847216722.pdf>

c

To achieve these outcomes, learners need opportunities to:

- » explore the 8 Global Dimension concepts;
- » 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; and
- » consider probable and preferable futures, and how to achieve the latter.

d

Outcomes: Teachers with increased skills, confidence and creativity

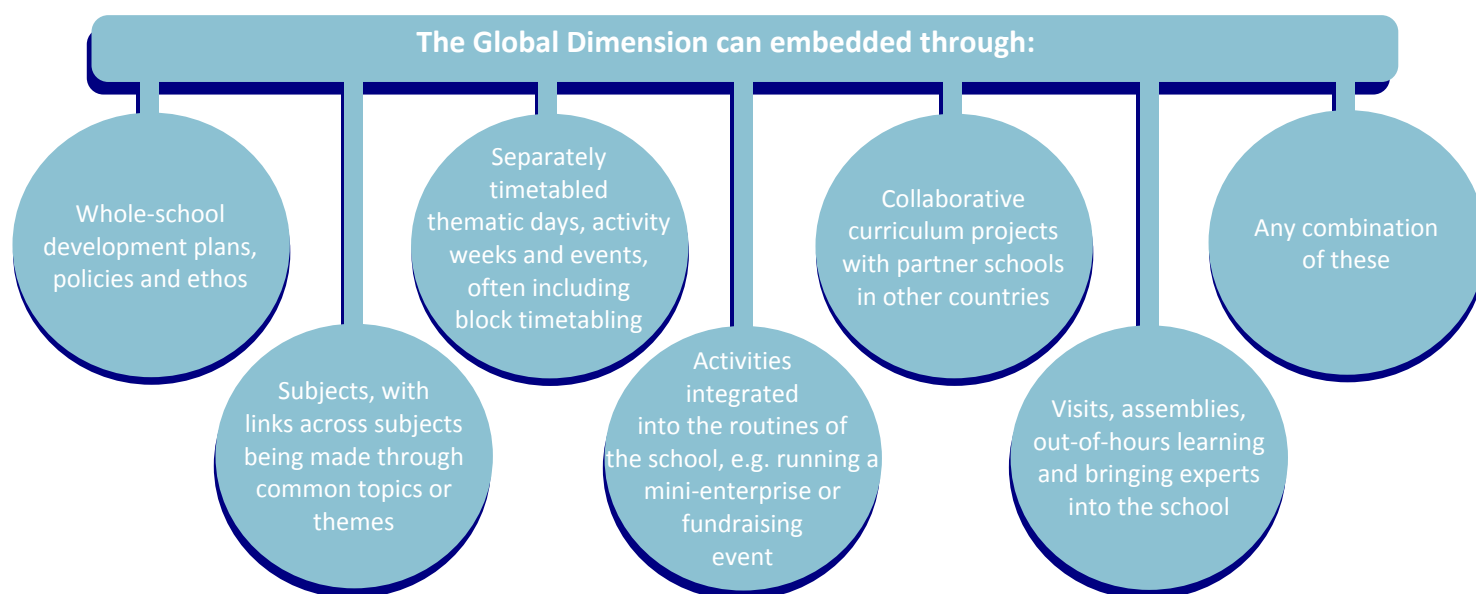
- » **The Global Dimension is an exemplar of effective cross curricular teaching.** Every subject has a Global Dimension – consider the example of water – an essential global resource and fundamental global issue – you could take a bottle of clean or dirty water into every lesson and find a way of linking it to the subject.
- » **The global context can provide motivating and challenging real world examples and issues for application of skills and subject knowledge.** See case studies and additional resources for ideas and examples.
- » **Global learning enables teachers to develop pupil's political literacy through activities and stimuli that teach pupils how to think rather than what to think.**
- » These skills can be nurtured through and can support the teaching of subject related skills, for example: critical thinking skills in maths (application of real world statistics in real world scenarios) critical literacy / Communication (use of sources /resources from diverse cultures) etc.

What does the Global Dimension look like in practice?

Schools can engage with the Global Dimension in a variety of ways, as one-off activities, as a theme connecting a number of areas of learning or as a whole school approach encompassing all aspects of school ethos, policy and life.

The diagram below illustrates the scope for engagement with the Global Dimension within schools.

Modified from "the Global Dimension in action: A Curriculum planning guide for schools. QCA (2007).
Online at:
<http://orderline.qdca.gov.uk/gempdf/1847216722.pdf>



the local context

“Personal transformation can and does have global effects. As we go, so goes the world, for the world is us. The revolution that will save the world is ultimately a personal one.”

Marianne Williamson

The Northern Ireland context

The Curriculum Context

A devolved government and restoration of the Northern Ireland Assembly (NIA) following the Belfast Agreement (1998) has brought about autonomy in decision-making in education policy and greater opportunities for the development of locally-owned strategies. The NIA now has its own Education Committee whose remit is to advise and assist the Minister for Education, Caitríona Ruane, on all matters within her responsibility as a Minister.

In September 2007, schools in Northern Ireland began the first stage of the phased implementation of a revised curriculum and assessment framework for Key Stages 1, 2 and 3. The aim of the 'revised' Northern Ireland Curriculum (hereafter to be referred to as the *Northern Ireland Curriculum*), as stated by the NI Curriculum Council for Examinations and Assessment (CCEA), is:

“to empower young people to develop their potential and to make informed and responsible decisions throughout their lives” (2007, page 4).

There are three clear objectives for the Northern Ireland Curriculum:

“to provide learning opportunities to help young people develop as individuals; as contributors to society; and as contributors to the economy and environment” (ibid).

It is in stating these objectives that CCEA recognise the key role of education in preparing young people to be able to manage their own lives, relationships and lifestyles, and

“engage positively with others in sharing and protecting the resources of the planet for now and future generations” (ibid).

www.nio.gov.uk/agreement.pdf

NI Curriculum website: www.nicurriculum.org.uk/

The Education (Curriculum Minimum Content) Order (NI) 2007: www.opsi.gov.uk/sr/sr2007/nisr_20070046_en_1

The Northern Ireland context

In contrast with the previous prescribed Northern Ireland Curriculum, the revised curriculum framework now has a reduced content based on a *minimum entitlement* for all students, along with an increased emphasis on skills for life and work in the 21st century (CCEA, 2003). The curriculum framework is set out in Areas of Learning. Although these areas are set out discretely, teachers are encouraged to integrate and make relevant connections between areas.

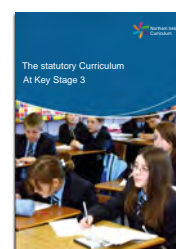
Within each objective there are a number of *key elements* (see 'Big Pictures', overleaf). The key elements are made explicit within the minimum requirements for each area of learning/subject strand and also provide a focus for connecting the learning across the curriculum. For comparison purposes, the 8 Key Concepts of the Global Dimension are also presented alongside the key elements (see below), as it is argued that many of these underpin the same rationale as the 8 Key Concepts (DEA, 2009). As such, the Global Dimension should not be seen as a bolt-on but a meaningful way to help meet the objectives of the Northern Ireland Curriculum.

Reference: Council for the Curriculum Examinations & Assessment (2003). Pathways: Toward a more coherent, enjoyable, motivating and relevant curriculum for young people aged 11-14. Part 1: Background, rationale and detail.

Links to Revised Curriculum below:



CCEA (2007). The Northern Ireland Curriculum: Primary: www.nicurriculum.org.uk/docs/key_stages_1_and_2/northern_ireland_curriculum_primary.pdf

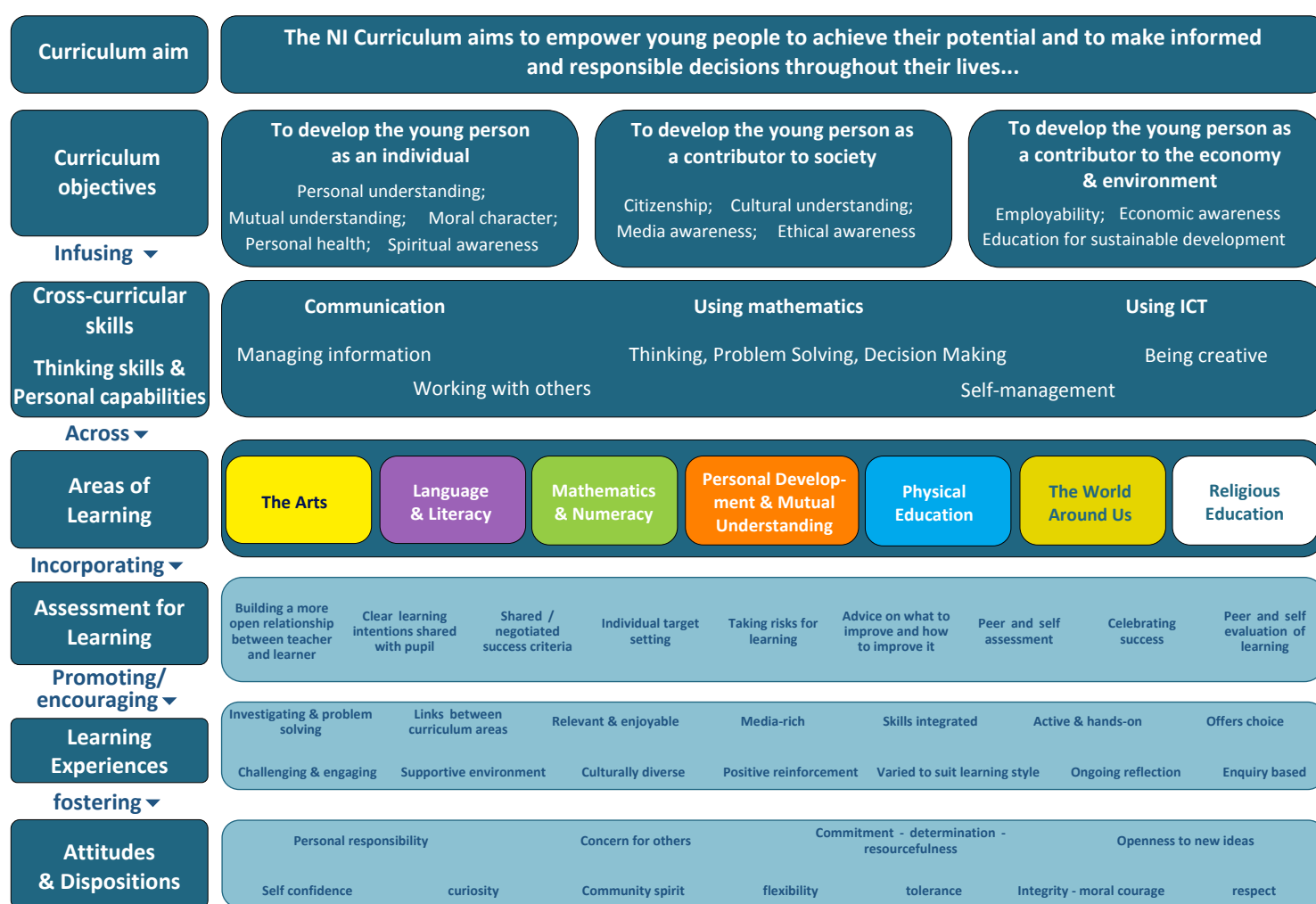


CCEA (2007). The Statutory Curriculum at Key Stage 3 Rationale and Detail. The Northern Ireland Curriculum: www.nicurriculum.org.uk/docs/key_stage_3/statutory_curriculum_ks3.pdf

Curriculum Objectives	Key Elements	8 Key Concepts
Developing young people as individuals	<ul style="list-style-type: none"> ▶ Personal Understanding ▶ Mutual Understanding ▶ Personal Health ▶ Moral Character ▶ Spiritual Awareness 	Values and perceptions Diversity Social justice Conflict resolution
Developing young people as contributors to society	<ul style="list-style-type: none"> ▶ Citizenship ▶ Cultural Understanding ▶ Media Awareness ▶ Ethical Awareness 	Human rights Sustainable development Global Citizenship
Developing young people as contributors to the economy and environment	<ul style="list-style-type: none"> ▶ Employability ▶ Economic Awareness ▶ Education for Sustainable Development 	Interdependence

The Northern Ireland Curriculum: Key Stage 1 and 2

The Northern Ireland Curriculum is summarised in the 'Big Pictures'¹ which demonstrate the aim for a coherent and holistic curriculum. The 'Big Picture' for Key Stage 1 & 2 is shown below.



© CCEA

¹ Taken from www.nicurriculum.org.uk/docs/background/Big-PicturePrimary-KS12.pdf. Also available in 'The Global Dimension in the Curriculum - Northern Ireland': www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw_gd_in_curriculum_n_ireland.pdf

See also:



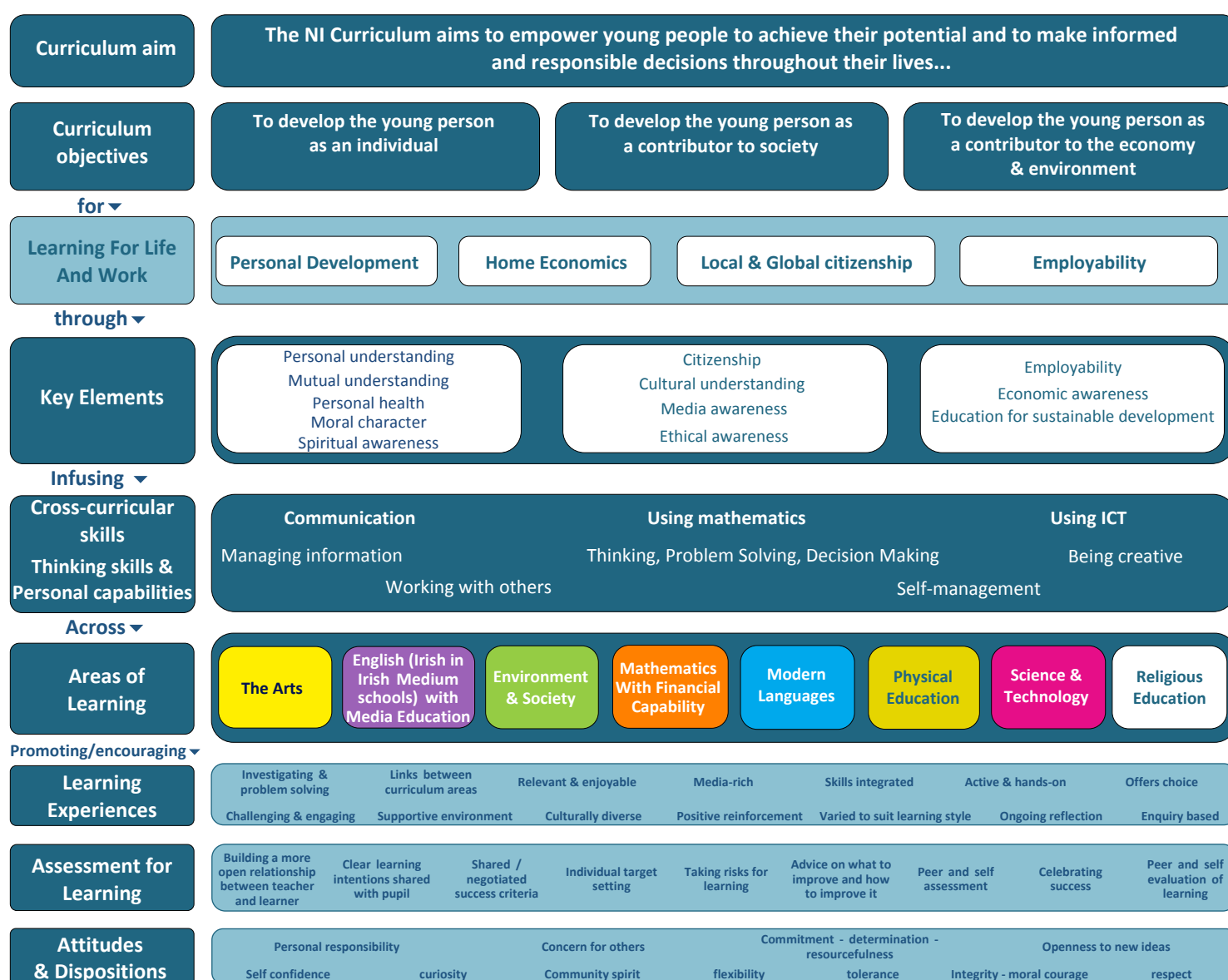
CCEA (2007). The Northern Ireland Curriculum: Primary. Available online at: www.nicurriculum.org.uk/docs/key_stages_1_and_2/northern_ireland_curriculum_primary.pdf



For related Key stage 1 & 2 resources, visit GDSNI web site: www.globaldimensioninschools.org/curriculum-primary.php

The Northern Ireland Curriculum: Key Stage 3

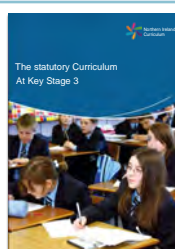
The 'Big Picture' for Key Stage 3 is shown below:



© CCEA

1 Taken from www.nicurriculum.org.uk/docs/background/Big-Picture-KS3.pdf. Also available in 'The Global Dimension in the Curriculum – Northern Ireland': www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw_gd_in_curriculum_n_ireland.pdf.

See also:



CCEA (2007). The Statutory Curriculum at Key Stage 3. The Northern Ireland Curriculum. Online at: www.nicurriculum.org.uk/docs/key_stage_3/statutory_curriculum_ks3.pdf



For related Key stage 3 resources, visit GDSNI web site: www.globaldimensioninschools.org/curriculum-secondary.php

The Global Dimension in the NI Curriculum

Citizenship

"...respect the equal rights of others; recognise the interdependence of people communities and the environment; be willing to negotiate and compromise; use democratic means to influence change; contribute to the welfare of the environment."

Employability

"...to become aware of ...the rights of workers and the economic interdependence of individuals, organisations and communities locally, nationally and globally; and to consider the impact of science, technology and global markets on work patterns and prospects."

Ethical awareness

At primary: "become aware of the imbalances in the world around us, at both a local and a global level; become aware of the potential impact of developments upon the lives of others."

At Key Stage 3: "assess the human and environmental impact of ethical choices and take action as appropriate."

ESD

"...understand the interdependence of society, the economy and the environment, demonstrate how action can help improve the quality of life for people, locally and globally; and exercise environmental responsibility through conservation of resources, waste management and promotion of local and global biodiversity."

Cultural understanding

"...recognise the richness and diversity of cultural influences in contemporary society; and engage with human cultural achievement in a range of forms and contexts and aware of how we rely on each other"

Adapted from 'the Global Dimension in the Curriculum – Northern Ireland',

The Areas of Learning with the most overt links to the Global Dimension at primary are Personal Development and Mutual Understanding and The World Around Us. At Key Stage 3 the most overt links are with Local and Global Citizenship, Environment and Society and Religious Education. However, there are opportunities for teachers to examine issues within the context of a number of other Areas of Learning, such as Language and Literacy or Mathematics and Numeracy, using the lens of any of the 8 key concepts.

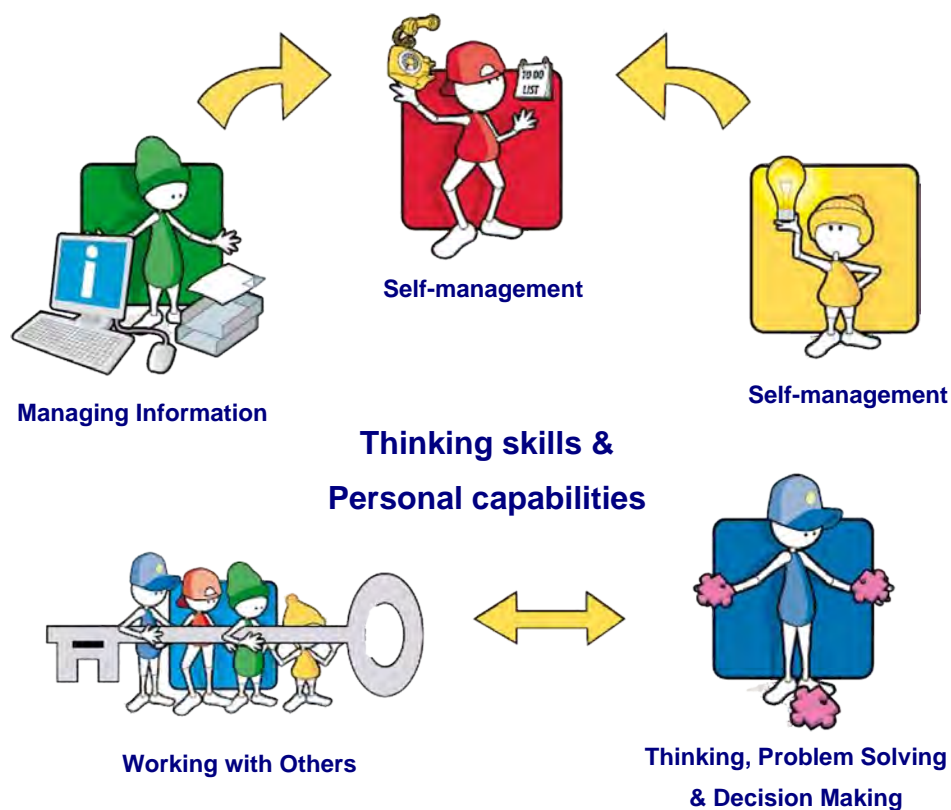
At Key Stage 4, the statutory curriculum includes Learning for Life and Work and the other skills, defined as Problem-Solving, Self Management and Working with Others. As with Key Stage 3, the Global Dimension is visible within the curriculum requirements for Learning for Life and Work at Key Stage 4. Students who choose to follow CCEA GCSE specifications in subjects such as Geography, History, Business Studies may also have opportunities to explore the Global Dimension in these subject-specific contexts.

The Northern Ireland Curriculum

Skills and Capabilities

For each area of learning/subject strand at Key Stage 3 there are a set of statutory learning outcomes which also embed the cross-curricular skills (Communication, Using Mathematics and Using ICT) and the Thinking Skills and Personal Capabilities (the five overlapping strands of Managing Information, Thinking, Problem Solving and Decision Making, Being Creative, Working with Others and Self Management). The statutory assessment arrangements, as detailed in the Education Order (Northern Ireland) of 2006 (and in subsequent legislation in 2007) also require annual teacher assessment (and reporting) for every pupil in Key Stages 1, 2 and 3, in each Area of Learning, in the three cross-curricular skills and in the Thinking Skills and Personal Capabilities. Again, it is argued that the skills acquired, developed and assessed in the revised curriculum context link closely with the skills and attitudes developed through learning with a global perspective (ibid).

Thinking Skills & Personal Capabilities Framework

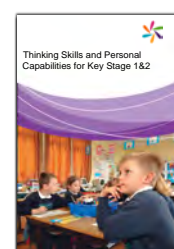


© NI Curriculum, CCEA

Thinking Skills & Personal Capabilities, NI Curriculum web site. Site contains guides, case studies, and useful links:

www.nicurriculum.org.uk/foundation_stage/skills_and_capabilities/thinking_skills_%20personal_capabilities/

The Education (Northern Ireland) Order 2006. Online at: www.opsi.gov.uk/si/si2006/20061915.htm



Thinking Skills and Personal Capabilities for KS1 & 2 can be accessed from NI Curriculum site: www.nicurriculum.org.uk/key_stages_1_and_2/skills_and_capabilities/thinking_skills_%20personal_capabilities/



Thinking Skills and Personal Capabilities for KS3. Online at: www.nicurriculum.org.uk/key_stage_3/skills_and_capabilities/thinking_skills_%20personal_capabilities/

See: The Education (Other Skills) Order (N. Ireland) 2007: www.opsi.gov.uk/sr/sr2007/20070044.htm

The Northern Ireland Context

Every School A Good School

At the time of writing, the *'Every School a Good School Policy for School Improvement'* (Department of Education, 2009) is one of the key policy documents influencing the activities of educational stakeholders in Northern Ireland. It sets out a clear context for promoting increased standards within education in Northern Ireland today.

The policy is also consistent with Articles 28 and 29 of the United Nations Convention on the Rights of the Child and complements the Ten Year Strategy for Children and Young People and acknowledges the global impact on our society and young people. It highlights the importance of effective partnerships with the local community, and the need for meaningful pupil participation and a *pupil voice*. These areas of focus for school improvement are central to the approaches supported by the methodology underpinning the Global Dimension.

Central to the Every School a Good School Policy for School Improvement is the moral imperative that pupils have competences in Literacy and Numeracy to ensure they have the skills and confidence to access the opportunities available and to fulfil their potential in learning, in work and in life. This outcome is desired for all involved in education and as such, the priority given to these key areas is welcomed by educational stakeholders and wider society.

The issues- and enquiry-based approaches to learning and teaching within a Global Dimension can provide meaningful opportunities for pupils to develop their skills in Literacy. Learning through the lens of 'Conflict Resolution', for example, actively encourages the development of skills in communication, advocacy, negotiation, compromise and collaboration, skills visible in the requirements for Talking and Listening within the cross-curricular skill Communication, as well as in the Thinking Skills and Personal Capabilities strands *Thinking, Problem-Solving and Decision-Making* and *Working with Others*.



DENI web pages for **Every School A Good School - A Policy for School Improvement**. online at:
www.deni.gov.uk/index/85-schools/03schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm

UN Convention on the Rights of the Child Summary:
www.dcsf.gov.uk/everychildmatters/_download/?id=3266

UNCRC Full articles (pdf): www.dcsf.gov.uk/everychildmatters/_download/?id=3265

The Northern Ireland Context

The key concept 'Values and Perceptions' also encourages pupils to develop new ways of seeing events, issues, problems and opinions, to question and challenge assumptions and perceptions, all of which requires pupils to develop and acquire effective skills in Communication, as well as in *Managing Information*. In this way, the Global Dimension can provide authentic, challenging and real contexts for the acquisition, development and transfer of skills in increasingly challenging contexts.

Similarly, the promotion of a Global Dimension within learning and teaching also has the potential to enable pupils to develop a 'critical literacy', which Andreotti (2006) defines as

“a level of reading the word and the world that involves the development of skills and critical engagement and reflexivity: the analysis and critique of the relationships among perspectives, language, power, social groups and social practices by the learners. It is about understanding the origins of assumptions and implications, engaging with our own and other perspectives to be able to think otherwise” (p49).

The 'Values and Perceptions' and 'Global Citizenship' lenses in particular provide a means for exploring issues which can help to develop a critical literacy, and in turn, learners are empowered to "make better informed choices" in many aspects of their lives (ibid), an outcome echoed in the aim of the 'revised' Northern Ireland Curriculum.

Monitoring and Evaluation

The monitoring and evaluation of learning and teaching in Northern Ireland is carried out externally by the Education and Training Inspectorate (ETI). Currently, the Global Dimension in itself is not identified as an area for inspection by ETI. Internal monitoring and self-evaluation by schools is strongly encouraged. The Education and Training Inspectorate's framework '*Together Towards Improvement: A Process for Self-Evaluation*' (2003) is widely used to direct and guide the process of self-reflection within schools.

Andreotti, V. (2006) *Soft versus critical global citizenship education* (pp40 -51) in Policy and Practice, A Development Education Review. Available online at: <http://www.osdemethodology.org.uk/texts/softcriticalvan.pdf>



Critical Literacy in Global Citizenship Education Professional Development Resource Pack. Centre for the Study of Social and Global Justice (2008). This resource is a professional development tool for educators who are

interested in creating learning spaces where participants can engage critically with a range of global issues and perspectives. It starts from the belief that the core of global citizenship education lies at the development of critical literacy and independent thinking. The resource used the methodology of Open Spaces for Dialogue and Enquiry (OSDE) to set out a series of enquiry processes. Download from: www.osdemethodology.org.uk/keydocs/pdresourcepack.pdf. OSDE site has related resources: www.osdemethodology.org.uk, e.g. CL enquiry paper: www.osdemethodology.org.uk/keydocs/clhandout.pdf

The Northern Ireland Context

A number of the quality indicators within the ETI's Together Towards Improvement self-evaluation framework are complementary to the 8 Key Concepts of the Global Dimension. For example:

Quality indicator: 2.2: Learning

The pupils work well with their teachers in an atmosphere of mutual respect.

Global Dimension Key Concepts: Diversity; Values and perceptions.

Quality indicator: 3.7: Links with Other Schools and Agencies

The pupils are involved with the local and wider community, for example, in cultural, charitable, musical, recreational or environmental activities. Regular contacts with local people and institutions help foster positive attitudes and values among the pupils. **Global Dimension Key Concepts: Diversity; Values and perceptions; Global citizenship.**

As such, teaching using the methodology promoted by the Global Dimension may help to provide schools with naturally-occurring evidence and a focus for self-reflection within the Together Towards Improvement framework.

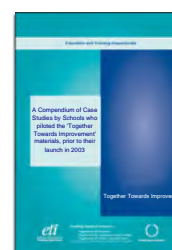
GTCNI Teacher Competences

The framework developed by the General Teachers' Council NI (GTCNI) in the publication *Teaching: the Reflection Profession* also provides a tool for reflection, identification and discussion of professional development needs. The scope of this competence-based framework offers support for initial teacher education, induction, early and continuing professional development, collaborative practice and school improvement. The framework is also set within a wider philosophy of education as an ethical and value-based profession and acknowledges the role of the teacher as “educator and moral agent” (2007, p9). This ethically based framework complements the approaches and methodology promoted by teaching within a Global Dimension.



ETI (2003). 'Together Towards Improvement: a Process for Self-Evaluation'

This document outlines the process that a school may use to develop a culture of self-evaluation leading to improvement. The document outlines the quality indicators used by inspectors and illustrates how a school can use these indicators to evaluate the quality of provision. The document is designed for use in primary, post-primary and special schools. **Online:** www.etini.gov.uk/together_towards_improve.pdf. **Associated case studies:** www.etini.gov.uk/compendiumofcasestudies.pdf



'Teaching: the Reflective Profession' (GTCNI, 2007).

This document outlines professional competences for teachers in N. Ireland. The 27 teacher competences have been organised within 3 broad areas within the document: Professional Values and Practice; Professional Knowledge and Understanding; and Professional Skills and Application. Each competence has also been delineated by way of phase exemplars, across each phase of teacher education: initial teacher education; induction; early professional development; continuing professional development, collaborative practice & school improvement. The Council's Code of Values and Professional Practice has also been included as an integral element of the competence model. **Available at:** www.gtcni.org.uk/uploads/docs/GTCNI_Comp_Bmrk%20Aug%2007.pdf

Research evidence available for Northern Ireland

To-date, a number of research projects have been carried out related to the Global Dimension in Education in Northern Ireland. These include:



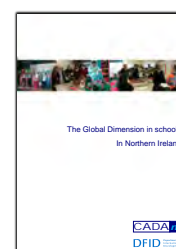
Reynolds, M., Knipe, D. and Milner, S. (2004) The Global Dimension in Schools in Northern Ireland. Report to CADA, Belfast.

Data collected from a sample of NGOs; primary and post-primary schools in NI; and pupils at key stages 2, 3 and 4. The main findings of the research included:

- a lack of knowledge among 1 in 3 primary school teachers/principals regarding their understanding of the Global Dimension in teaching;
- an uneven balance exists between incorporating the Global Dimension into the curriculum/subject study and into extra-curricular activities;
- a perception that there were limited resources on the Global Dimension;
- limited time, knowledge, training, resources and up-to-date information were all cited by the majority of schools as issues when trying to incorporate a Global Dimension in their teaching;
- the majority of the pupil participants thought that learning about the Global Dimension was enjoyable and relevant to their education.

A number of recommendations were offered, to help form a strategy and action plans for EES Phase Two. These included:

- an awareness-raising exercise be conducted for teachers and principals, so that they understand what exactly the Global Dimension refers to;
- schools seriously consider utilising the support and resources of NGOs
- more courses / events to be offered with a focus on the Global Dimension in teaching. Alongside this, teachers need to demonstrate a willingness to avail of these opportunities;
- strategies should be introduced to help teachers embed the Global Dimension into existing lesson plans, rather than treating the Global Dimension as an additional area of study;
- the importance of the Global Dimension should be increased within the Curriculum; the Department of Education should devise a policy position on the Global Dimension and channel more funding towards supporting it; and
- further research is done into the factors that contribute to developing pupils' perspectives on the Global Dimension.



Enabling Effective Support (EES) encompasses two phases of work: Phase One involves research and consultation on current provision for development education in the formal sector. This phase will help to determine the needs of teachers in respect to delivering the Global Dimension in schools.

It also involves consultation with key stakeholders in formal education to ensure their support for the EES strategy. Phase Two of EES involves the development and implementation of a new strategy for the Global Dimension in schools based on the research findings and consultation with stakeholders.

This report presented the findings of a Phase One research and consultation as part of the EES initiative in Northern Ireland. The research was conducted by St. Mary's University College Belfast and commissioned by the Coalition of Aid & Development Agencies (CADA) in Northern Ireland on behalf of DFID.

The aim of the Phase One research was to determine the current provisions and opportunities which support the delivery of the Global Dimension in education and examine the needs of the formal education sector in incorporating the Global Dimension into teaching. The research findings will inform a strategy and action plans for Phase Two of EES in Northern Ireland.

Available online: www.stmarys-belfast.ac.uk/downloads/research/eespaper.pdf

Research evidence available for Northern Ireland



McCutcheon, I., Knipe, D., Cash, T. and McKay, T. (2008) 'For a Better World', the Global Dimension in Education: Knowledge and Attitudes of Students, Pupils and Teachers in Northern Ireland.

Research (involving longitudinal and comparative data collection), in which approximately 500 students, pupils and teachers participated. This research explored the knowledge of and attitudes towards the Global Dimension in ITE, post-primary and primary schools, and provided an insight into students' levels of knowledge on global issues and their opinions about the most appropriate ways to embed the Global Dimension into initial teacher education.

The research yielded some very encouraging results, indicating that the Global Dimension Project had a positive effect on students' ability to understand what the Global Dimension is and how it should be approached in the classroom. The results demonstrated that this type of initiative can act as an example of good practice to other ITE institutions.

The young people and teachers who participated in the research considered themselves to have a fairly good level of knowledge of the eight Global Dimension key concepts. Focus group data provided some evidence of students incorporating a Global Dimension in their lesson plans during school experience, yet, many students incorrectly interpret the Global Dimension as a geographical, area-study endeavour. Students incorporating a Global Dimension in their teaching during school experience often found that young children were able to understand and engage with Global Dimension issues in a mature and enthusiastic way. The majority of participants in this research expressed favourable opinions of the Global Dimension becoming a more prominent part of school life.



Niens, U. & Reilly, J. (2009). Research on the delivery and impact of the Global Dimension through the Northern Ireland Curriculum: an interim research report. Global Dimension in Schools NI.

This research aimed to (a) identify organisational strategies employed by schools; (b) identify teaching strategies and resources deemed beneficial for learning; and



In 2004, St Mary's University College completed a major research project on the Global Dimension in education in the formal education sector in Northern Ireland.

This research was commissioned as part of Phase One of Enabling Effective Support (EES) in NI.

Global Dimension in Schools in Northern Ireland, by the Coalition of Aid and Development Agencies, CADA (see previous).

The staged introduction of the revised curriculum in Northern Ireland and the results of the EES Phase One research project concluded that an initiative to integrate knowledge, values and abilities relating to the Global Dimension into existing courses of initial teacher education was needed. Given these factors, St. Mary's University College, funded by DFID, launched an initiative under the title, The Global Dimension in Education. In addition, a research project was embarked upon, which would explore knowledge of and attitudes towards the Global Dimension in initial teacher education (ITE) as well as in post-primary and primary education.

Summary: www.stmarys-belfast.ac.uk/downloads/gde/Global%20Dimension%20Research%20Summary.pdf.

Full research reports with data containing in-depth analyses and interpretations of the results are available online at: www.stmarys-belfast.ac.uk/academic/education/gde

Research evidence available for Northern Ireland

(c) explore teacher and pupil understandings of and attitudes to the Global Dimension. Data were collected via focus groups for pupils and semi-structured interviews and discussion groups with teachers and principals. Participants were selected to represent the type of schools available across Northern Ireland.

Thematic analyses indicated that there was much relevant and valuable work carried out in NI schools under the banner of Global Dimension, yet only a few schools adopted a strategic approach. In these schools, Global Dimension was seen as more effective and successful in the long-term. At the applied level, time for teaching / preparing for teaching, and personal and / or peer reflection was reported as an impediment to implementing and understanding effectively.

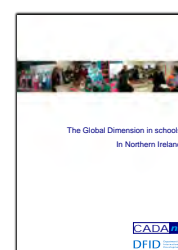
Amongst pupils there was a wide range of relevant knowledge and interest in Global Dimension. Pupils, as in previous research (Reynolds et al 2004) enjoyed learning about global issues, but evidence of critical engagement was limited. All of the pupil focus groups described what they had learnt and its impact largely in line with what Roman (2003) had termed 'intellectual tourists'. Limited teacher expectations which focused on awareness raising were reflected in limitations in pupil understanding. Interestingly, whilst some teachers indicated a reflective, critical approach, this was not necessarily reflected in depth of pupil understanding.



Effective Practice in Education for Sustainable Development in a Sample of Primary, Post-primary and Special Schools in NI.

An Inspection Services Branch, Department of Education document. This report summarises the findings of a survey into the nature and extent of good practice in Education for Sustainable Development (ESD) within a range of schools in Northern Ireland. Key Findings of Good Practice included:

- the commitment demonstrated by senior management to ESD including its inclusion in the school development plan / whole-school approach;
- the effective practice of sustainable development in primary schools;
- the clear evidence of improved self-esteem, motivation and engagement of those learners who are actively involved in ESD activities;
- the positive impact of NGOs and other external agencies in developing ESD;



Reynolds, M., Knipe, D. and Milner, S. (2004) *The Global Dimension in Schools in Northern Ireland*. Report to the Coalition of Aid and Development Agencies, Belfast.
www.stmarys-belfast.ac.uk/downloads/research/eespaper.pdf

Roman L G (2003) *Education and the Contested Meaning of 'Global Citizenship'*. *Journal of Education Change*, 4, 269-293.

See also: Andreotti, V. (2006). *Soft versus Critical Global Citizenship Education*. *Development Education: Policy & Practice*, 3, 83-98.
www.osdemethodology.org.uk/texts/softcriticalvan.pdf



The findings from this survey are based on evidence from visits to 25 schools; questionnaires issued to 58 additional schools including a target sample of schools identified by the Non-Governmental Organisations (NGOs) and the Education and Library Boards (ELBs) as having

good practice; discussions with representative stakeholders; and a range of publications from each of these organisations. A key function of the survey was to highlight the characteristics of effective practice. Such characteristics will help other schools develop a fuller understanding of the key element of ESD which is now a statutory requirement within the Northern Ireland Curriculum.

www.eti.gov.uk/effective-practice-in-education-for-sustainable-development-in-a-sample-of-primary-post-primary-and-special-schools-in-northern-ireland.pdf

Research evidence available for Northern Ireland

- the increasing and wide range of ESD activities which engage the learners and which contribute to the effective delivery of the curriculum; and
- the important role which the school community plays in the development of ESD, including the Boards of Governors, ancillary staff and parents.

The report made a number of recommendations for schools, the Curriculum Advisory Support Service (CASS) and the Education and Skills Authority (ESA), including:

- **Schools need to** integrate ESD into their development plans; ensure that there is a shared understanding of ESD by all staff; instil a strong Global Dimension into the learning experiences of all learners, giving them opportunities to put their understanding of local issues into a global context; and ensure that sustainable development is promoted and progressed across the curriculum.
- **CASS and ESA need to:** support all schools in their understanding of ESD; assist schools in developing policies for ESD; ensure that the curriculum reflects the importance of learning about ESD and that schools are supported in making it an integral part of their development plans; disseminate good practice in ESD; and provide improved access to information, guidance and resources which are currently available.



Centre for Research and Curriculum Development (1997) *Sharing Our World: Integrating Development Education into the Curriculum.*

A report published on behalf of St. Mary's University College and Trócaire, this resource sought to illustrate how Development Education could be accommodated within the current work of schools, within the Programmes of Study of the NI Curriculum, across key stages. The report provided information and guidelines on how development education could be integrated within the various areas of study of the Northern Ireland curriculum across all key stages. It outlined the various skills and knowledge that development education seeks to promote across the formal and informal curriculum.

It also gave suggestions and strategies regarding policies and action plans to integrate development education into school life. Details of development education initiatives in Northern Ireland schools were also provided as case studies and

Source: Reynolds, Knipe & Milner (2004).

Research evidence available for Northern Ireland

exemplars and a wide range of sources and resources to support development education was listed.



The Extent and Effectiveness of Development Education at Primary and Secondary Level.

Research conducted by Mary Immaculate College, Limerick, 80:20, and NCDE in the Republic of Ireland (now known as Development Education Unit) in 2002, published in 2003. The main findings of the research, which was conducted with principals, teachers and pupils in primary and post-primary schools throughout Ireland, showed that pupils have knowledge of and perceptions concerning issues such as inequality, cultural diversity and interdependence among others. It was also found that pupils had more negative than positive images of 'Third World' countries.

Source: Reynolds, Knipe & Milner (2004).

<http://www.8020.ie/>

<http://www.mic.ul.ie/default.htm>

The findings showed that many pupils feel motivated to learn about and become active in the promotion of social justice. It was also found that development education was incorporated across a range of curricular and extra-curricular activities and that it has a positive impact on pupils. Problems incorporating development education into the schools were identified by the research. These included the pressures of teaching the curriculum, being unfamiliar with issues associated with development education and not having enough time.



One World Centre and Environmental Education Forum (2000) Education for Sustainable Development in Northern Ireland.

Funded by DfID, this document aimed to outline the values, skills knowledge and understanding underpinning ESD and discuss how ESD can support delivery of the NI Curriculum. It argues that ESD should be integrated throughout all areas of study and at all levels. It identified five key concepts for ESD: interaction and interdependence; needs of present and future generations; education and action for an improved environment and a more just world; local and global implications of lifestyle choices; eradicating poverty and ensuring social justice. It featured case studies of good practice and lists a number of organisations supportive of ESD.

<http://www.eefni.org.uk/>

<http://www.belfastdec.org>



summary of method

“ *Activism is my rent for living on this planet.* ”

Alice Walker

Brief summary of method

The consultation essentially consisted of two parts. The first was an extensive literature review including a best practice mapping exercise. The second strand employed key informant survey employing interviews within formal education and policy sectors. Data from these were used to determine the policy environment for the Global Dimension; and identify opportunities for and challenges to advancing the Global Dimension in schools.

Data collection was primarily through structured face to face interviews with identified key informants. Interviews were supplemented with: **(a) “position statements”** written and provided by key informants, on behalf of their organisations. Each respondent was issued with a set of structured questions, thematically identical to those employed in the interviews, allowing for modifications to reflect organisational remit; and **(b) a focus group** to provide supplementary data from Initial Teacher Training providers.

Sample and sampling considerations: the objectives of the consultancy helped determine those most appropriate to act as key informants, and in accordance with the terms of reference set by GDSNI, the sample used for the purpose of the consultation included key representatives from the formal education and education a policy sectors. 25 organisations were identified as key informants and contacted. These included educational policy makers, NI Assembly Committees, NI Political Party Education Spokespersons, E&LBs, Teacher Unions, and Teacher Training providers. 14 organisations agreed to participate in the consultation process (response rate 56%). Of those who responded, 100% of data were determined to be useable. Data collection coincided with 2010 Parliamentary election campaigns, and consequently uptake amongst political parties (who accounted for 48% of the original 25 organisations) was severely hampered.

The questions: questions were designed thematically, to allow modifications to content in order to reflect the scope and remit of specific organisations, whilst facilitating comparison across responses. Interview and position statement questions were designed to examine the following themes: (1) organisational view, understanding and experience in practice of the Global Dimension; (2) presence and profile of the Global Dimension in organisational activities and materials; (3) perceived value of the Global Dimension Initiative; (4) barriers to and opportunities for its effective implementation; (5) roles and responsibilities, including role of educationalists, politicians, NGOs, communities and other external agencies; and (6) development of Global Dimension policy resource - (a) establishing the need and usefulness; (b) content and scope; (c) target audience.

survey findings

“*Education is the most powerful weapon which you can use to change the world.*”

Nelson Mandela

Summary of findings

findings

A positive view on the Global Dimension

The collective view of the Global Dimension amongst participating organisations was generally positive. All recognised the value of the Global Dimension in terms of the potential educational, societal and economic benefits for Northern Ireland, and welcomed its presence in the Curriculum. The general consensus was that the Global Dimension could create a real and relevant context for the delivery of the core aspects of the Curriculum and it was considered 'helpful to teachers' in the planning and delivery of these objectives. Most respondents felt that the Global Dimension could provide opportunities for pupils to become aware of their global community, give them a sense of their roles as world citizens, and develop their understanding of the growing diversity of Northern Ireland. This was considered to be particularly pertinent as we build a more democratic, inclusive society, one where our cultural and social borders are blurring. Indeed, some respondents suggested that a valuable consequence of immersing our young people in global issues would be an increased ability to engage with comparable local issues. Similarly, the economic value of the Global Dimension was broadly recognised, particularly given the growing requirement for a workforce that is globally confident and ready for an increasingly globally competitive market.

Most respondents understood and agreed that the Global Dimension was not a discrete subject, intended as an add-on. It was accepted that it could provide a meaningful way to connect learning across the curriculum, and could be developed as part of a wider whole school-community ethos. Participants generally felt there were abundant opportunities for teachers in all schools and at all levels to introduce pupils to a wider range of experiences of different cultures and viewpoints, across the Curriculum and with a range of methodologies. A number of participating organisations believed that the Global Dimension was already visible in the Northern Ireland Curriculum and already part of current good practice in some schools. Similarly, it was indicated that a significant range of schemes and awards existed to support the Global Dimension in schools, (e.g. Comenius, Global School Partnerships, Eco-Schools, etc.). This was seemingly at odds with the aggregate view of patchy delivery / implementation, and a lack shared meaning and approach (see below).

There was some support for the future development of the Global Dimension within the overarching theme of Education for Sustainable Development (ESD). A number of organisations felt that the Global Dimension could benefit from being considered as part of an ESD strategy. Similarly, others felt the Global Dimension should be primarily set within the context of Every School A Good School and the school improvement agenda.

No shared direction

Despite the positive outlook on the Global Dimension, there remained no demonstrable agreement or shared understanding across participating organisations of what a Global Dimension in education means or entails. Familiarity with the initiative and its underlying concepts ranged from organisations with no previous exposure, to those well versed and aware of both

Summary of findings

findings

the initiative and its practical application. Similarly, and to a degree as a consequence, visibility of the Global Dimension in organisational materials and practices varied greatly. Some organisations had no practical experience of the initiative or concepts, but indicated that the Global Dimension fitted neatly with and supported their organisational core values. Other respondents indicated that, in practice, many of their staff engaged in global education activities that would complement the Global Dimension, but would be unaware of doing so, or at the very least not refer to it in Global Dimension terms. Those organisations directly responsible for the administrative and legislative elements of the Curriculum demonstrated an understanding of the Global Dimension closer to its actual meaning and conception, and tended to have a greater familiarity with the concepts in terms of their (potential) application. As such, their perspective on the Global Dimension was contextualised, in some form, within their major publications, and these organisations also tended to articulate the Global Dimension in terms of other regional educational policies, the most significant being the ESAGS policy for school improvement.

This divergence in familiarity and visibility was, of course, to be partially expected, given the sample were chosen to be representative of the range of attitudes and experiences of key stakeholders in formal education. Yet the disparity, in itself, is indicative of a lack of agreed understanding or strategic guidance and direction, and, as such, emphasises the need for concerted action involving all stakeholders across formal education.

Interestingly, the consensus view of the Higher Education Institutes' (HEI) 'Initial Training Education' Cluster Group best encapsulated the variety of views expressed across the sample. For example, the HEI representatives indicated that there was an array of viewpoints in terms of meaning, purpose and utility of the Global Dimension within, and across institutions - this pattern was noted across respondent organisations. The Global Dimension was championed by a small core of personally and professionally interested individuals across organisations, and it was felt that there was a dichotomy between those who view Global Dimension as a priority, and those who see it less so; between those who see it as a core to the Curriculum, and those who consider it to be primarily extra-curricular. The impact of long established subject boundaries made it difficult to infuse the Global Dimension across traditional educational spheres. It was felt that cumulatively, these factors fostered an underlying lack of shared understanding or interest in Global Dimension, as well as a disjointed implementation and sluggish impetus. There was a general feeling that Global Dimension terminology needed to be sharpened and made accessible. The lack of shared common or accepted terminology did little to promote a sense of ownership or buy-in, and further clouded issues and slowed momentum.

The same variability in understanding, and lack of consensus was noted amongst participating political organisations. For example, the All Party Group for International Development, by its own admission, indicated that the Global Dimension initiative had come to their attention only quite recently. As such, it was felt that work was needed to crystallise the Group's purpose and focus around the Global Dimension, for which a resource to frame the debate was welcomed. It must be noted that only two of Northern Ireland's political parties opted to participate in the consultation – PUP and SDLP – and as such,

Summary of findings

findings

broader comment regarding Northern Ireland's political parties' relationship with the Global Dimension cannot be offered. The data collection phase coincided with UK Parliamentary elections, which is clearly a busy time for politicians and their parties. Whether this was the sole or major contributory factor for poor participation rates amongst political groups, or whether other factors were at work (e.g. a low priority being placed upon the Global Dimension) needs to be ascertained.

Challenges in the implementation of the Global Dimension

The most common concerns (other than those already stated) among the organisations consulted included:

- **Insufficient buy-in:** the majority of participants expressed concerns regarding the potential for insufficient buy-in from stakeholders (particularly teachers, school leaders, and policy-makers) partly due to a perception that the Global Dimension was 'yet another' initiative or a 'bolt-on' to the curriculum.
- **Insufficient capacity:** a number of respondents expressed concerns regarding the capacity for effective teaching and learning, whether ITE and CPD effectively equipped teachers for teaching within a Global Dimension, and whether there was, currently, sufficient strategic direction.
- **Access to appropriate resources:** availability and access to resources was a common recurring theme across all responses. The most pressing resource was time – time to train, reflect and infuse the Global Dimension in a suitable manner. In order to educate teachers who are confident in Global Dimension issues, it will be necessary to have ITE providers conversant in and supportive of the Global Dimension initiative. A challenge, then, would be allowing time in an already constrained framework for academic and personal reflection, particularly given the critical and sometimes contentious content and contexts of Global Dimension issues. It was felt that policy decision-makers needed to be given time to develop their own understanding and interpretation of the Global Dimension. Many respondents indicated that there were obvious resource implications which need factored into the debate, particularly around training and upskilling teachers.
- **The challenge of content and context:** Northern Ireland's insularity and 'island mentality' were considered significant barriers to change, particularly given our tendency towards reticence when faced by morally challenging (global) issues. The nature, context and content of Global Dimension issues, may in themselves present conflict and controversy, given their ability to challenge stereotypes, worldviews, and the cultural and by implication moral issues associated with these intercultural dialogues. Furthermore, the prevailing political and social climates in Northern Ireland may not be readily conducive to the Global Dimension agenda, and it was felt that there was much work to be done with NI's political parties in the first instance, extending to community and other social representatives. Politicians and teacher unions were seen as critical players in promoting and embedding the Global Dimension. Those respondents from a political background understood that there were significant challenges associated with engaging politicians, not least because of ideological differences amongst the various parties. It was also their belief

Summary of findings

findings

that politicians from across the spectrum of Northern Ireland politics needed to work together to provide strong leadership and to help raise awareness of global issues.

- **Lack of common direction:** as previously outlined, most participants pointed to a lack of common terminology, problems in the delivery and a patchy understanding of Global Dimension concepts, all of which impacted negatively on the initiative.

Additionally, aggregate data indicated that there was a clear role for the involvement of agencies outside formal education, including NGOs, youth and other community organisations. The development of sustainable models in partnership with the wider community may prevent the 'over-crowding' of the Curriculum. These other agencies could also have a key role in ensuring sufficient access to appropriate resources, strategies, and training. Whilst most recognised the support provided by these other agencies, others warned that teachers should not be expected to respond to the agenda of pressure groups: teachers should have the freedom to select the content appropriate for their own learning contexts.

Resource

There was a clear and accepted need for a policy resource for the Global Dimension. A resource should provide clarification on the Global Dimension definition, describe key structure and components, be embedded in policy frameworks, and provide justification of why the global matters to Northern Ireland. As such, there is a clear need for policy messages “from the top” emphasising that the Global Dimension is part of the Curriculum and as such represents a statutory requirement for learning. Any resource should be accessible to politicians and those involved in non-formal education, as well as policymakers in formal education. Where possible, the resource should attempt to link local and global priorities, identify international best practice, as well as celebrating and acknowledging local examples of good practice. The participants acknowledged that it made strategic sense to focus on employability and economic development issues, particularly if targeting political and policy bodies.

Whilst there was an obvious need for a policy resource, there was also a call from the respondents for a unified vision of what the Global Dimension is, and a more co-ordinated approach to delivery, perhaps overseen by a Global Dimension strategy group. The consensus was that there was a need for drivers and clearly understood structure to address what they perceived to be a policy vacuum.

Department of Education

findings

Summary of findings ▼

- The Department of Education considers the Global Dimension to be a discrete part of the Northern Ireland Curriculum, represented within the minimum content requirements for Primary and Key Stage 3.
- The Department of Education clearly see the Global Dimension as a "*useful aid*" to develop the skills and capabilities which are central to learning and the curriculum.
- The Global Dimension is clearly visible within the legislative requirements for curriculum. It is also present in the Department of Education's Every School a Good School policy for school improvement.
- The Department of Education believe that there is a value in having a Global Dimension in learning and teaching. It can promote the type of learning and skills development promoted by revised curriculum methodologies.
- While the key priorities for the Department of Education at present are Literacy, Numeracy and Science, Technology, Engineering, Mathematics (STEM) subjects, they did acknowledge the impact of global drivers and the implications locally.
- Whilst the curriculum can as a whole can provide ample opportunities to adopt a Global Dimension focus, some areas of learning and subject strands provide more natural opportunities than others.
- The Department of Education cautioned against over-crowding the prescribed curriculum and suggested that there might be other sustainable models for supporting the Global Dimension, such as through the use of extended schools or even beyond the formal education sector.
- Currently, a number of Thematic Units for Learning for Life and Work, science and history are being developed to support the Global Dimension.
- The Department is in favour of increased showcasing of good practice, using peer educators where appropriate.
- The Department is willing to consider a survey report on Global Citizenship and the Global Dimension in schools.
- The Department believes there are significant benefits to be gained by having a more strategic approach to training for any initiatives or programmes.

View of the Global Dimension

The Department of Education considers the Global Dimension to be a discrete part of the Northern Ireland Curriculum, represented within the minimum content requirements for Primary and Key Stage 3. Indeed, it is 'written into law',

Department of Education

findings

most explicitly at Key Stage 3, but also as a strand throughout the curriculum:

"I think we can safely say that the Global Dimension is recognised by the Department and in fact is more than recognised because ... it is actually a very discrete part of the revised curriculum set out in law as a requirement for schools to follow, particularly and most explicitly at KS3 but essentially as a strand that runs throughout the curriculum. And not just in relation to specific mentions of the Global Dimension but actually to the skills of challenging and analysing information, inquiring and all of that are an integral part of the revised curriculum".

The Department of Education clearly see the Global Dimension as a *"useful aid"* to develop the skills and capabilities which are central to learning and the curriculum.

Visibility within Department of Education Policy/Strategy

The Global Dimension is clearly visible within the legislative requirements for curriculum:

"... in Key Stage 3 there is a very clear strand in Global and Local Citizenship. And certainly through PD and MU and the World Around Us and the other strands of the primary curriculum it is there as well"

It is also present in the Department of Education's Every School a Good School policy for school improvement:

"We would see the characteristics of a good school as including that sort of connectivity [that the Global Dimension offers] and the full and balanced range of opportunities through the curriculum and that would include all the things set out in Every School a Good School ¹"

Value of the Global Dimension

The Department of Education believe that there is a value in having a Global Dimension in learning and teaching. It can promote the type of learning and skills development promoted by revised curriculum methodologies:

"The fact that it is sufficiently important to find its way, not just into the narrative around the curriculum, but into the law around the curriculum and therefore, the fact that we see there are opportunities not just to cover the Global Dimension as a subject, as an area of learning or a strand within LLW, but also to take the skills that are inherent in the revised curriculum anyway".

1. Every School a Good School (ESaGS): www.deni.gov.uk/index/85-schools/03-schools_impvt_prog_pg/03-every-school-a-good-school-a-policy-for-school-improvement.htm

Department of Education

findings

“...we know from what we see through inspection evidence about good schools is that when they can integrate concepts like the Global Dimension in a meaningful way as opposed to an add-on way, that’s what makes the greatest benefit”.

While the key priorities for the Department of Education at present are Literacy, Numeracy and Science, Technology, Engineering, Mathematics (STEM) subjects, they did acknowledge the impact of global drivers and the implications locally. There is a need to meet the demands of employers to ensure young people have the knowledge and skills required for the world of work. The important economic value of the Global Dimension was thus recognised:

“... the key focus for us at the moment is very much on making sure we get the fundamentals and the basics right, Literacy, Numeracy and increasingly in relation to STEM subjects because of the link with the economy. But the other thing is that it is very clear to us, and it comes out time and time again from employers, for example, is the importance of young people having the opportunity to develop that wider awareness of themselves and the world they live in and also the skills to challenge, to critically appraise, to take decisions, to weigh up and to have opinions. And we see those generic skills as being relevant to the Global Dimension”.

“From an economic perspective ... young people are going to be going out into essentially a global workplace and if they don’t appreciate, don’t understand the different economic drivers and the different cultural drivers at play, they will be less able to get on and do well ... if you don’t have the appreciation of how we live set in an international and GD then your ability to develop to your full potential is limited”.

Opportunities for the Promotion of the Global Dimension within Education

Whilst the Department acknowledge that the curriculum can as a whole can provide ample opportunities to adopt a Global Dimension focus (and certain areas have done so historically), some areas of learning and subject strands provide more natural opportunities than others:

“The Learning for Life and Work strands and the Thinking Skills and Personal Capabilities (TSPC) are very obvious areas where that exposure to things that are happening outside of our little world is hugely important. But you could go in and list every area of learning in the curriculum and you could see opportunities for developing, for delivering the objectives we have in the curriculum in a way that actually builds in a more international dimension”.

Department of Education

findings

“... one of the areas where we’re seeing that increasingly is the work we’re doing, for example, in the Languages Strategy which the two universities have working on resources for us. And interestingly, what they have done is they have actually come up with three themes around language learning which is languages for education, languages for prosperity and languages for understanding. There’s a very interesting link there in relation to, for example, how we might develop a strategy for teaching of modern languages in schools and how you might think that to ... it’s an obvious link to the Global Dimension”.

Challenges

The Department of Education cautioned against over-crowding the prescribed curriculum and ‘shoe-horning’ in additional content or issues:

“If we keep seeing the curriculum as the answer to everyone’s problems, we will miss a huge opportunity as there is only so much can be done in school between the hours of 9 and 2 and 9 and 3, and if we don’t give teachers time to do basic teaching and learning then we run all sorts of risks”.

Instead, the Department suggested that there might be other sustainable models for supporting the Global Dimension, such as through the use of extended schools or even beyond the formal education sector, for example in the youth or community sectors:

“... there must surely be an issue about looking at this in the non-formal sector as well, and in the youth sector and with parents and communities ... if you can get things being discussed and considered and thought about in communities, well is that not a more sustainable model than shoe-horning everything into the curriculum?”

Support Available

Currently, a number of Thematic Units for Learning for Life and Work, science and history are being developed with CCEA and the Global Dimension in Schools NI to support the teaching and learning within a Global Dimension at KS 3. The Department intend that these are not to be viewed as a “tag-on” but: **“engrained and that it links into our priorities then which are Literacy and Numeracy”.**

Bearing in mind the current context for education in Northern Ireland (in terms of both policy and financial context), the Department is in favour of increased showcasing of good practice, using peer educators where appropriate:

“... showing other schools how it can be done, how it can be done as an integral part of the curriculum, what the

Department of Education

findings

benefits are ... we tend to get somebody who professes to be the font of all knowledge to train teachers and actually what can be more effective is the school that has actually integrated something like Global Citizenship really effectively into its curriculum, showing others how it can be done, how they did do it, why it was a good thing to do and what they got out of it”.

“Somebody standing up from GDSNI or Amnesty International or anywhere else and telling schools “If you do this it would be very good” is good, but another teacher in the eyes of their colleagues is a credible person who can stand up and tell a story carries so much more power”.

The Department also recognised the value of capturing evidence of the ‘state of play’ within schools:

“... something that we could certainly look at is whether we could get a survey report on Global Citizenship” and the Global Dimension in schools”.

Drawing on the model of professional development used by Amnesty International’s ‘Lift Off’ programme, the Department also felt there were significant benefits to be gained by having a more strategic approach to training for any initiatives or programmes:

“... we have procured from Amnesty a bit of an extra add-on which really gives it [Lift Off] another year with the purposes of embedding the practice that’s embodied in Lift Off into schools through training with teachers and the Inspectorate and CASS”.

Education and Training Inspectorate NI

Summary of findings ▼

- The ETI Environment and Citizenship Panel have an agreed understanding as articulated in the recent ESD Evaluation Report [2010]. This understanding informs the work of a wider group of [ETINI] colleagues.
- This report identified the Global Dimension as an integral element of ESD and states that schools need to "instil a strong Global Dimension into the learning experiences of all learners, giving them opportunities to put their understanding of local issues into a global context."
- The ETI strongly believe that the Global Dimension creates a real and relevant context for the delivery of aspects of the curriculum and consider it to be 'helpful to teachers' in the planning and delivery of the core objectives of the curriculum.
- The Global Dimension can provide opportunities for pupils to become aware of their global community and give them a sense of their role as a world citizen. It can help them to develop a better understanding of the diversity of Northern Ireland today as we emerge from a period of conflict to build a more democratic society.
- There are opportunities for teachers in all schools to introduce pupils to a wider range of experiences of different cultures, countries and environments at pre-school and Foundation Stage, and at Key Stages 1, 2 and 3. At post-primary, the Global Dimension is seen as an essential concept in order to deliver the objectives of the NI Curriculum. There is evidence from the best practice from schools across Northern Ireland that global issues are being used to promote thinking skills. Schools are also using global issues in order to help connect the learning across several subject strands.
- The panel believe there is a role for other agencies, such as NGOs, in raising awareness and in assisting teachers to develop a wider range of strategies.
- There is no current requirement for ETI to include comments on the Global Dimension in inspection reports.
- Challenges to the Global Dimension include awareness among teachers about methodology; the need for teachers to see the opportunities and potential for a Global Dimension in their subjects; and access to appropriate resources.
- The panel would welcome a policy resource for the Global Dimension in Northern Ireland. A policy resource for the Global Dimension should also be part of an ESD policy resource for NI. The panel were in favour of strengthening the position of the Global Dimension within the Northern Ireland Curriculum.

The following response was provided by the Environment and Citizenship Panel at ETI. This panel is comprised of two Inspectors for Geography, two for History and one for Home Economics (which is currently located within Learning for Life and Work at Key Stage 3).

Education and Training Inspectorate NI

View of the Global Dimension

The Environment and Citizenship Panel have an agreed understanding of the Global Dimension in education which is shared with colleagues within their organization. This understanding has been articulated in the ETI evaluation report¹ (2010):

"The Environment & Citizenship Panel have an agreed understanding as a result of work done on the [2010] ESD survey. The understanding of this term is shared with a wider group of [ETINI] colleagues"

This recent survey report on ESD identified the Global Dimension as an integral element of ESD, referring to the:

"wide ranging and cross cutting concepts for developing ESD and the Global Dimension across the curriculum" (p4).

As well as providing a description of the 8 concepts constituting the Global Dimension, it references the Global Dimension both in its body and in case studies². The report states that schools need to (amongst other things):

"instil a strong Global Dimension into the learning experiences of all learners, giving them opportunities to put their understanding of local issues into a global context, so that they see how their decisions can have an impact on others now and in the future" (ETI, 2010, p18).

This report also states that:

"Incorporating the Global Dimension in schools enables learners to:

- ***develop multiple perspectives and challenge stereotypes and assumptions;***
- ***understand and respect diversity in our societies;***
- ***understand that their decisions and actions can have a global impact; and***
- ***understand that everyone has rights to challenge inequality and injustice". (ETI, 2010, p14)***

Value of the Global Dimension in Education

The ETI strongly believe that the Global Dimension creates a real and relevant context for the delivery of aspects of the curriculum, and an opportunity to explore values, rights and responsibilities critically. More than this, it provides:

1. Education and Training Inspectorate, (2010). Report of an Evaluation on Effective Practice in Education for Sustainable Development in a Sample of Primary, Post-primary and Special Schools in Northern Ireland, available at www.etini.gov.uk/effective-practice-in-education-for-sustainable-development-in-a-sample-of-primary-post-primary-and-special-schools-in-northern-ireland.pdf
2. For example: 2.1.9 Developing global awareness (page 13) and 3.2 Recommendations for Promoting Good Practice in ESD (page 18).

Education and Training Inspectorate NI

"An opportunity for pupils to take action and demonstrate a sense of individual and collective responsibility for human rights and environmental issues through a number of initiatives including Eco-Schools, fundraising, Comenius, and international links, to name a few."

From the ETI perspective, the Global Dimension provides real and relevant contexts for meeting the three core objectives of the Northern Ireland Curriculum:

"In particular, the key elements such as ESD, Citizenship, Cultural Understanding, [and] Ethical Awareness, which all KS3 Area of Learning strands must deliver"

"It is an essential concept at post-primary level - in order to fully deliver the NIC objectives of developing pupils as individuals, contributors to society and to the economy and the environment".

"In post-primary schools, all subjects should touch on some of the eight concepts of Global Dimension through their exploration of the key elements. Good opportunities are provided within Citizenship, Geography, and RE".

"Local and Global Citizenship in particular, (with its key concepts of Diversity and Inclusion, Equality and Social Justice, Democracy and Active Participation, underpinned by Human Rights and Social Responsibility) lends itself well to the Global Dimension - schools are required to explore the issues at global as well as local level".

The Global Dimension provides opportunities to explore contemporary issues which are of interest to young people and encourages pupils to take action and demonstrate a sense of responsibility for human rights and environmental issues at an individual and collective level. Involvement in projects such as Eco-Schools and Comenius, were offered as current examples in schools:

"[there] are opportunities for teachers at all levels to introduce the children to a wider range of experiences of different cultures, countries and environments and begin to explore these, challenging stereotypes and perceptions and investigating how we are connected."

The Global Dimension also provides opportunities for pupils to become aware of their global community and it can give them a sense of their role as a world citizen. It can help them to understand how the world works economically, politically, socially,

Education and Training Inspectorate NI

culturally, technologically and environmentally. It can help them to develop a better understanding of the diversity of Northern Ireland today as we emerge from a period of conflict to build a more democratic society.

The panel acknowledged that there are opportunities for teachers in all schools and at all levels to introduce pupils to a wider range of experiences of different cultures, countries and environments, and to begin to explore connections and perceptions, as well as challenge stereotypes. This can be done using play-based activities at pre-school and Foundation Stage and in Language and Literacy and The World Around Us at Key Stages 1 and 2. The *Mutual Understanding* strand of PD and MU in particular can be used to develop pupils' sense of empathy and critical literacy. There is evidence that children in primary schools are involved in aspects of learning within a Global Dimension through whole-school involvement in Fair Trade, Rights Respecting Schools and International Schools.

At post-primary, the Global Dimension is seen as an essential concept in order to deliver the objectives of the Northern Ireland Curriculum. All subjects should touch on some of the eight concepts through the exploration of the key elements. Good opportunities are provided within Local and Global Citizenship, Geography and RE. There is evidence from the best practice that global issues are being used to promote thinking skills and to help connect learning across subject strands.

The Panel indicated that there is evidence from the best practice from schools across Northern Ireland that global issues are being used to promote thinking skills (e.g. problem solving) and schools are also using global issues (interdependence, fair trade etc) in order to help connect the learning across several subject strands.

Role of ETI in Supporting the Inclusion of the Global Dimension in Education

As part of the inspection process, ETI do look at schools' external links and will comment on good practice which raises pupils' awareness of global issues. There are limited opportunities in inspection reports to identify good practice in learning and teaching within a Global Dimension explicitly:

"As part of the inspection process, we do look at schools' external links and will comment in reports on good practice - this may include Comenius or other projects which raise pupils' awareness of global links and issues. Generally,

Education and Training Inspectorate NI

comments tend to focus on links with parents and the local community. Any policy statement on Global Dimension needs to make links with other policies on anti-bullying and promoting equality, and to other relevant policies, such as, healthy schools, inclusion, behaviour management, eco-code, etc".

In terms of requirements for all school inspection reports to include comments on the Global Dimension, the ETI commented:

"there is no such requirement in ETI reports. The focus is mainly on Literacy and Numeracy. Some reference might be made to the school's ... involvement in Comenius or Eco-school, or occasional references to examples of good practice [particularly in English and Maths] which might have a global context".

The panel anticipated that in time, when the Northern Ireland Curriculum is more embedded, ETI could explore the viable means of assessing how individual subject strands deliver the key elements, including ESD and others relevant to the Global Dimension. At this point in time, however, it is emphasized that this is purely speculative.

Role of Other Agencies in Supporting the Inclusion of the Global Dimension

The panel see a role for other agencies, such as NGOs, in raising awareness about possibilities, in assisting teachers to develop a wider range of strategies and in training. Other agencies could also have a key role in initiating and maintaining links with international schools:

"[The Global Dimension] can help with better understanding - across the education system [and] wider society - of concepts such as diversity, multiperspectivity, human rights, and conflict resolution. Particularly as NI becomes more diverse, and as we emerge from conflict to build a more democratic society."

"It encourages young people to participate in and contribute to their local and wider community, at a range of levels - from local to global - and [Global Dimension] encourages [young people] to take ownership of and responsibility for their actions."

To enable teachers to deliver the Global Dimension across the school curriculum, it was considered an imperative that there is sufficient access to appropriate resources, strategies, and training. Agencies involved with non-formal education were

Education and Training Inspectorate NI

encouraged to assist teachers in developing a wider range of strategies, and to ***"provide training rather than provision of resource packs"***.

Challenges

The panel consider a key challenge of the Global Dimension in learning and teaching to be awareness raising among teachers about methodology - that it is not just about adding on global content but that it is about embracing a more enquiry based approach to exploring issues that have a Global Dimension.

To this end, efforts are needed to ensure that all relevant stakeholders are fully conversant in Global Dimension concepts, and fully cognisant of its position in the curriculum:

"A significant challenge is for teachers to become more aware that the Global Dimension is not just about adding on global content, but that it is about a more enquiry based to exploring issues that have a Global Dimension".

Teachers also need to see the opportunities for a Global Dimension in their subjects, and to understand that a Global Dimension in learning and teaching can provide a context for the delivery of the statutory requirements for their subject.

The panel also highlighted the need for access to appropriate resources, strategies and training to enable teachers to appreciate the potential and practicalities of the inclusion of the Global Dimension in the classroom:

"It is equally important and challenging to enable teachers to see that almost every topic has a global context that can be explored, and that looking at the Global Dimension can provide a context for the delivery of the statutory requirement".

Support for a Policy Resource for the Global Dimension

The panel would welcome a policy resource for the Global Dimension in Northern Ireland but argue that it should be part of an ESD policy resource. There is a danger that this might be viewed as another new initiative in addition to ESD and Citizenship etc.. The panel were in favour of strengthening the position of the Global Dimension within the Northern Ireland Curriculum.

Education and Training Inspectorate NI

The panel also commented that any policy statement on the Global Dimension in education would need to make links with other policies aimed at promoting equality, as well as policies addressing healthy eating, inclusion, behaviour management and eco-code etc.

Finally, a policy resource and any subsequent policy ***"can only inform professional development if funding is found to support implementation."***

Council for the Curriculum, Examinations & Assessment

Summary of findings ▼

- The revised curriculum specifically identifies the Global Dimension concepts and explicitly requires their exploration in respect of National, European and Global contexts. These concepts are embedded and promoted in and through the revised curriculum.
- CCEA has also developed a wide range of resources, many of which specifically address and promote aspects of the Global Dimension.
- CCEA recognise the value of the Global Dimension in education and learning in terms an increased understanding of our interdependence and in the opportunities for exploration of global themes.
- A key challenge for CCEA would be in convincing schools that the Global Dimension is not another add-on.
- Support for the Global Dimension should focus on making explicit to teachers the place of Global Dimension issues within the curriculum and highlighting opportunities within teaching and learning.
- It is imperative that any policy guidance resources for schools are 'joined-up' and embedded in the two priority areas of the statutory NI Curriculum and the school improvement agenda.

CCEA's full written response to the consultation questions is located in Appendix 2. For the purpose of this section, a brief summary of their response is provided below.

View of the Global Dimension

The following extracts are as stated in the CCEA position Statement. It reads:

“The revised curriculum specifically identifies the Global Dimension concepts and explicitly requires their exploration in respect of National, European and Global contexts. These concepts are embedded and promoted in and through the revised curriculum”.

“The key objectives of the NI Curriculum are to develop pupils as individuals, as contributors to society and as contributors to the economy and the environment”.

“At Primary, within the statutory curriculum, the concepts may be found particularly in Personal Development and Mutual Understanding (in the strand ‘Mutual Understanding in the Local and Wider Community’) and in The World Around Us (in the strands ‘Interdependence’, ‘Place’, ‘Movement and Energy’ and ‘Change Over Time’).”

Council for the Curriculum, Examinations & Assessment

“At Key Stage 3 these may be found both in the Areas of Learning (subject strands) and the discrete provision of Local & Global Citizenship”.

“Local and Global Citizenship addresses the Global Dimension in its Key Concepts of ‘Diversity and Inclusion’, ‘Human Rights and Social Responsibility’, ‘Equality and Social Justice’ and ‘Democracy and Active Participation.’”

“In addition to Citizenship, the Global Dimension is particularly appropriate in Geography, which has a number of relevant requirements. The statutory minimum content for every subject strand at Key Stage 3 contains specific requirements to address key elements such as mutual understanding, citizenship, cultural understanding and sustainable development, all of which represent aspects of the Global Dimension. ”

The position statement provided the following examples:

- **English:** Explore how different cultures and beliefs are reflected in a range of communication methods.
- **Mathematics:** Analyse and interpret information patterns relating to local and global trends.
- **Science:** Explore the importance of biodiversity, how it impacts on our lives and how it is affected by human activity.
- **History:** Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions.

Visibility of the Global Dimension in CCEA Resources and Materials

CCEA has also developed a wide range of resources, many of which specifically address and promote aspects of the Global Dimension. These may be found on www.nicurriculum.org.uk and a selection are described in their position statement (see Appendix 2).

Value of the Global Dimension

CCEA recognise the value of the Global Dimension in education and learning in terms an increased understanding of our interdependence and in the opportunities for exploration of global themes:

“Global Dimension reinforces for young people the interdependency of countries and their peoples. This is particularly pertinent in Northern Ireland, as part of an island on the most westerly part of Europe, where cultural difference and language learning has never had a strong tradition. Significantly, with a continuing rise in newcomers within our school system there is an increased opportunity to explore the rich Global Dimension theme”.

Council for the Curriculum, Examinations & Assessment

Challenges

Like many of the respondents in this consultation, a key challenge for CCEA would be in convincing schools that the Global Dimension is not yet another add-on. Instead, it needs to be infused within teaching and learning in a revised curriculum context:

“Firstly, convincing schools and teachers that there is validity in promoting global dimensions and more importantly reassuring them that this is not another initiative, but is firmly embedded within the NI Curriculum that they are required to deliver and in their own school improvement programme”.

Provision of Support

CCEA state that support should focus on:

“...making explicit to teachers the place of Global Dimension issues within the curriculum and highlighting opportunities within teaching and learning”.

Practical recommendations for support were also suggested such as INSET for the CCEA KS 3 Learning for Life and Work units ‘Migrant Workers’ and ‘Food Miles’, as well as those currently under development within CCEA *“in collaboration with Global Dimension Educators”*. Existing opportunities could also be explored, for example, in schemes such as Connecting Classrooms, the European Studies Programme, Global Dimension NI etc. or through CCEA’s annual FEST publication. CCEA also see increased opportunities for support through available technologies such as video conferencing or the use of ‘Skype’ etc.

A Global Dimension Policy Resource

CCEA did highlight the need for any policy guidance resources to be ‘joined-up’ and embedded in the two priority areas of the statutory NI Curriculum and/or the school improvement agenda. Schools should not be required to ‘juggle’ and prioritise disparate policy requirements:

“It is crucial therefore that any resource presents the Global Dimension as embedded in the objectives and requirements of the statutory NI Curriculum, in order to ensure a coherent and cohesive place within the day-to-day business of learning and teaching”.

General Teaching Council For Northern Ireland

Summary of findings ▼

- Overall, the GTCNI hold a very positive view towards the Global Dimension.
- Their perspective on the Global Dimension is clearly embedded in and contextualised within major publications issued to the teaching profession, particularly 'Code of Values' , the 'Charter for Education' , and 'Teaching: The Reflective Profession' .
- The GTCNI see some value in linking the Global Dimension to strategies for ESD.
- The GTCNI believe there is considerable value in having a Global Dimension within education.
- The GTCNI believe that there is a genuine interest and appetite amongst Northern Ireland's teachers and pupils for the Global Dimension.
- Challenges to the implementation of the Global Dimension include curriculum and time constraints, subject boundaries, and teacher knowledge and understanding of the issues.
- The GTCNI would welcome a Policy Resource for the Global Dimension, particularly if was aimed at key stakeholders who are tasked to support teachers.

View of the Global Dimension

Overall, the GTCNI hold a very positive view towards the Global Dimension. Their perspective on the Global Dimension is clearly embedded in and contextualised within major publications issued to the teaching profession, particularly 'Code of Values', the 'Charter for Education', and 'Teaching: The Reflective Profession'. It is centres on a wider philosophy of education based on professional ethics and professional values:

"If you have an ethical commitment to teaching, an ethical commitment to education in the broadest sense, then it is obvious that there is a clear role for GD in schools...to educate young people, young global people, for the 21st century...we've tried to look forward and to the type of education system and type of pedagogy and the type of ethical basis of teaching that is required from professionals in the 21st century"

For the GTCNI, the link between the underlying philosophy of the 27 competences within 'Teaching: The Reflective Profession' and that of the Global Dimension is self-evident and intrinsic:

General Teaching Council For Northern Ireland

“..absolutely. This was never meant to be a narrow, restrictive curriculum and it wasn’t ever meant to put constraints on teachers or teacher educators. It was meant to be a framework which would enable teacher educators and teachers to think very broadly about education ... an enabling structure. [on that basis] I don’t see any contradiction between that and a Global Dimension in schools in Northern Ireland, in fact I would argue that it’s quite supportive of it”.

Similarly, the qualities of the ‘reflective teacher’, as outlined in ‘Teaching: The Reflective Profession’, were considered to align with the qualities that of the ‘activist teacher’, one who would naturally gravitate towards the Global Dimension ethos:

“We talk about the reflective teacher. We also talk about the activist teacher and I think by the notion of the activist teacher we mean someone who is actively engaged with the process of education, the process of enlightenment, ethically engaged with the process of enlightenment”.

“[the reflective / activist teacher refers to] the whole notion of mutual understanding and the whole notion of raising your eyes above the local and to look at the wider picture, look to the horizon, to the global and its impact”.

The GTCNI also see some value in linking the Global Dimension to strategies for ESD and referred to the 2010 Department of Education consultation on the inclusion of ESD within School Development Plans:

“I think this makes it [linking the Global Dimension to ESD] operationally easier for schools to organise and makes it accessible to teachers and pupils”.

Further, the GTCNI believe that there is a genuine interest and appetite amongst Northern Ireland’s teachers and pupils for the Global Dimension:

“I think that a lot of teachers are intrinsically very interested in this..... young people find this very interesting, really, really interesting, and if you can tap into the intrinsic interest of young people, coupled with what I would argue is the intrinsic interest of many, many teachers, then it will be a success. So it’s a goldmine probably waiting to be mined”.

Value of the Global Dimension

The GTCNI believe there is considerable value in having a Global Dimension within education:

“Anything that broadens the horizons of children and young people through the educative process has to be welcomed ... children and young people have to be aware of the very complex relationships that exist between the local and the global

General Teaching Council For Northern Ireland

and their place in it. They have to be able to make sense of the global in terms of economics, in terms of culture, in terms of conflict, in terms of consensus, understanding the problems that face humanity at a global level and how these impact at a local level .. and it's the job of educators to help young people to make sense of these".

Challenges

The GTCNI consider the curriculum and time to be significant constraints on the implementation of the Global Dimension within education. In addition, even with the increased emphasis on connected learning within revised curriculum methodology, subject boundaries and the continued dominance of specific subjects pose challenges to schools:

"One of the challenges facing any initiative like this is obviously going to be the dominance of subject boundaries in schools, you know regardless of what we say about inter-curricular working and cross-curricular working, subjects will dominate. It's just back to the whole notion of cross-curricular working and how difficult it is to actually get it going in schools in a strategic and purposeful way".

The GTCNI was also questioned on the level of capacity that exists within schools to teach within a Global Dimension and thus the training issues around this:

"... do teachers have the confidence, the knowledge, the understanding to actually route their way through the conflicting models of globalisation and perspectives of it?"

As such the need for effective learning programmes and resources to support the work of the *"interested teachers"* and *"champions of the Global Dimension"* were highlighted, presenting a challenge to curriculum developers:

"The challenge for curriculum developers would be to design a programme which is accessible to all pupils at particular stages in schools, while at the same time that the programme and materials do not lose the integrity of the complexity of the issues, which is very, very difficult".

Any issue that impinges upon diverging social and cultural values was also seen as being likely to evoke challenges and controversies. The Global Dimension will require teachers to deal with these challenges confidently and effectively. The GTCNI expressed a degree of concern that in doing so, teachers were able to maintain professional and ethical integrity, and avoid acting as 'ideologues' promoting a particular set of worldviews:

"Global education is not value-neutral ... There is a political, ideological background to it so how do teachers negotiate their way through this and make sense of it? It would be wrong to expect teachers in teaching globalisation to take a particular value-stance".

General Teaching Council For Northern Ireland

While the GTCNI did acknowledge the support provided by other agencies, such as NGOs, for the Global Dimension, it did express concerns that teachers should not be expected to respond to the agenda of pressure groups. Teachers should have the freedom to select the content appropriate for their own learning contexts:

“The GTC would always be protective of teachers’ professional integrity and professional judgement. Teachers can’t be ideologues promoting one particular viewpoint of globalisation and again, the content that would form part of the curriculum or a programme has to be thoroughly justifiable in terms of the evidence”.

A Global Dimension Policy Resource

The GTCNI would welcome a Policy Resource for the Global Dimension, particularly if was aimed at key stakeholders who are tasked to support teachers. Similarly, the resource should clearly outline and be embedded in the policy framework, and provide justification of why the global matters to Northern Ireland:

“... a sound justification as to why globalisation should form an important part of the curriculum and an important part of what schools and teachers should be expected to do”.

Higher Education Institutes ITE Cluster Group

Summary of findings ▼

- The general consensus of the ITE representatives was that there are a range of views in terms of meaning, purpose and utility of the Global Dimension within, and across, institutions. The Global Dimension is championed by a small core of personally and professionally interested individuals across organisations.
- There is a dichotomy between those who view the Global Dimension as pivotal, a priority, and those who see it less so; between those who see it as a core curricular thread, and those who see it as primarily extra-curricular.
- A number of factors have contributed to an underlying lack of shared understanding or interest in the Global Dimension within ITE and implementation has been disjointed.
- Challenges cited include subject boundaries, the lack of common terminology, established value sets / norms; time, space and resources to educate beginning teachers; continuing professional development; and problems in the delivery and understanding of Global Dimension concepts.
- There was a clear and accepted need for a policy resource for the Global Dimension - the production of which was welcomed by the group.

View of the Global Dimension

The general consensus of the ITE representatives was that there were a range of views in terms of meaning, purpose and utility of the Global Dimension within, and across, institutions. Participants within the focus group indicated that their views, as individuals, were mostly different to those held by others within their respective institutions. The general consensus was that the Global Dimension was championed by a small core of personally and professionally interested individuals across organisations.

It was felt that there was a dichotomy between those who view Global Dimension as pivotal, a priority, and those who see it less so; between those who see it as a core curricular thread, and those who see it as primarily extra-curricular. The impact of long established subject boundaries made it difficult to infuse initial teacher education with anything that would be perceived as outside traditional spheres.

It was felt that this cumulatively, fostered an underlying lack of shared understanding or interest in Global Dimension, as well as a disjointed implementation and sluggish impetus. There was a general feeling that Global Dimension terminology needed

Higher Education Institutes ITE Cluster Group

to be sharpened and made accessible. The lack of shared common or accepted terminology further clouded issues and slowed momentum. Resourcing issues were also a common and considerable concern. These focused mainly on time and financial constraints.

There was a clear and accepted need for a policy resource - the production of which was welcomed by the group. For the resource to be a success, it needs to be a priority, driven from the top, and adequately resourced:

"I'm delighted there's a resource being developed because the level of priority given outside [my institution] is very important. It's difficult to raise the level of priority unless there's impetus coming from the department, they drive it along. Funding is the proof of real commitment. Both very important".

Challenges

A number of other, specific challenges were identified by focus group participants. These are listed (then elaborated upon) below:

1. Challenging the established value sets / norms, and giving room to challenge new values.

The participants engaged in some discussion regarding the friction between initial teacher education, as a practice that supports the established discourses and embracing the philosophies that underlie Global Dimension, which have historically lay outside these:

"There is the issue of class as well. We know that teaching is a predominantly middle class profession, as are teacher trainers. That view of the world doesn't naturally chime with Human Rights and Social Justice. We get uncomfortable around that type of terminology. Exploring these issues can be seen to be coming from a particular political perspective, which is also problematic, particularly if the person in question holds a diametrically opposed set of views."

It was agreed that for some trainee teachers and tutors, these issues are difficult to reconcile:

"I found this myself with my own students who by third year haven't internalised some of the important concepts and its hugely complex, addressing this is difficult".

Room to disagree was considered vital, though some questioned whether trainee teachers (given age, experience, and didactic context) would feel confident enough to do so:

"We also need to give people the space to be able to say, you know I don't actually agree with this".

Higher Education Institutes ITE Cluster Group

“One of the things with ITE is that you are there to teach people to teach, to educate. You have to give them space, in my experience, and time to learn what it is first, which you don't have. A lot of students think if this is what is to be taught in the classroom, then that's what you have to teach. Whereas if they had the opportunity to think about what these issues mean to themselves - you can't really teach values in children if you don't know what your own values are - where am I and where am I as a teacher?”

“It goes back to core values. You can learn a lot of issues, content, but if it doesn't resonate with your own core values, then it fails”.

“It is more important at the ITE stage to give them space to do this than when they are teachers, trainee teachers, or do we move into looking at how we teach these things? I think its two different things - new teachers come to us with limited life experience, limited knowledge and we try to blast them with the problems of the world, with very few skills themselves to be able to deal with those things”.

“There's a tendency to use initial teachers as battering rams for the profession. I would be concerned about that, we have a total of 10 weeks contact in the PGCE course, in which time as well as producing wonderful participatory teachers, who will go and raise standards...we also have to instil in them values of social justice, equality, inclusion, democracy. That can be problematic logistically, and importantly, crucially, they just may not want or agree with those values”.

2. Developing skilled teachers requires time, space and resources.

In order to train teachers confident in Global Dimension issues, it is necessary to have ITE providers conversant in and supportive of the Global Dimension initiative. Without both, programmes for the Global Dimension was considered likely to fail:

“You need to be a confident person to facilitate those type of discussions and you don't necessarily have that with ITE providers. Until the message is flagged as important and people start on the journey of educating themselves in order to educate others in GD, proper delivery of Global Dimension is unlikely”.

“We need to create passionate students, without that these methodologies are a waste of time. That's way after three or four years some students tail off and lack interest. If they don't learn the methodologies but more importantly if they have not been impassioned they are not going to be any use in schools”.

Higher Education Institutes ITE Cluster Group

A challenge was allowing time and room in an already constrained framework for student and personal reflection and development, particularly given the critical and sometimes contentious content and contexts of Global Dimension issues:

“The time in courses is an issue, but so is the time we have ourselves to continually engage in it, because sometimes you feel doing this in splendid isolation, but in fact there's a community of likeminded and practicing individuals, but it is having the time to engage and share with them, with the community of practice. Time for it to be an enriching experience, rather than chasing and catching up with, or something that just needs done. I suppose it comes back to priorities and how organisations and individuals prioritise Global Dimension within their practices, and individual workloads”.

“I would like to think that those engaged in teaching this are engaged in these deeper conversations, going deep and reflecting on their values, and where they notice gaps in their knowledge, they choose to improve on that, and know how to improve on that. Yes, it is an important part of it to send the message and a signal that this is an important aspect of your career, but that it is the beginning of something much bigger”.

The role of career-long professional development was also emphasised:

“... better link-up is needed. We don't expect to have great fully trained global educators at the end of 4 years, but that the fact that it is initiated is important, but requires to be linked and continued between ITE, starting and continuing teachers (CPD)”.

3. Problems in delivery and understanding.

The Global Dimension key concepts also present a challenge. Lessons have been learned from the implementation of other initiatives where there has been a disproportionate focus on methodology at expense of content. Consequently, there are varied and inconsistent levels of understanding of some essential core concepts and principles.

“There are huge problems with teachers' understanding of concepts, and we risk perpetuating this by overly focusing on methodology and the expense of core content, and that core content is attached to core values. For example Human Rights, are in some instances, being taught as ‘cuddly stuff; Human Rights equals it's nice to be nice, and Social Justice equals charity”.

Higher Education Institutes ITE Cluster Group

"I have been working in this area, with the Boards and teachers through the Boards, for a long time, and global learning is becoming a catch-all for everything and for nothing. If you are not delivering or teaching it properly, please don't call it global learning, because that's not what it is".

"I have real misgivings about sending out new teachers with a tiny bit of knowledge, setting them free to play fast and loose with hugely important intellectual concepts. It does the whole enterprise a disservice, it holds us back, it does a disservice to schools and pupils, and it creates a whole set of additional problems, that in turn need to be dealt with. If you're going to do it, do it properly. And by properly, I mean deeper. I am convinced of this, particularly from the experiences of Citizenship Education - teach it deeply before trying to spread it, or you'll spread it too thinly".

A Global Dimension Policy Resource

The participants discussed the context and content of any given policy resource, and generated the following requirements. A resource should provide clarification on the Global Dimension definition and describe key structure and components. This should be accessible to politicians and those involved in education in a non-formal manner:

"To generate agreed terms, descriptions and a tighter definition of Global Dimension is crucial".

"... a useful element of a policy resource would be clarifying the bigger structural issues, clarifying the big issues and critical languages and getting it into the DE and to MLAs. To show them the real, not just the furry benefits, but the very real benefits of Global Dimension. Well, conflict resolution has obvious apparent benefits, but show what benefits Human Rights and sustainable and environmental issues bring, that it's not just something that you do because its nice, or because it is perceived as altruistic".

"We often talk about it and have a language that's quite rarefied for most people. It is about acknowledging that and then adapting what we have to offer".

Where possible, the resource should attempt to link local and global priorities, and identify international best practice:

"It's about linking to bigger political and educational political issues. Here are the priorities in this Island, here are the priorities in an increasingly globalised world, and what policies do young people engage with and how are they going to be able to engage with those? The only way they will do this is if they are educated around them. So, link it to broader political issues and good quality education".

Higher Education Institutes ITE Cluster Group

Though slightly uncomfortable (as it jarred with their collective value sets), the participants acknowledged that it made strategic sense to focus on employability and economic development issues, as it was the 'language that policy makers [were] going to understand:

“There's a fixation with business, with economic development, with employability, and often in terms of Global Dimension, our work doesn't fit. It's important that we adapt to this”.

In response: “it does need to be linked into that. We have so many policies it could be linked into and we need to talk strategically. We need to speak a language that policy makers are going to understand”.

“In advocacy work it's important not to dilute the core principles and concepts but equally important that the critical edge is attached to the meaning of the Global Dimension. Certainly in terms of selling where it fits and the related strategic language, employability and economic development have to be there”

“If you don't harness that and say look at this, this is important because we want to create global citizens who can deal with diversity in the workplace, who can understand justice, able to engage in critical dialogue around social or global issues of poverty, rights, then we are doing a disservice to our young people. That's the way to sell this”.

“The University of Bournemouth has looked at employability stats for students in the UK and they found that they are less employable on the international marketplace because they are not comfortable with issues of diversity, speak only one language and don't demonstrate the attributes we take for granted as part of global learning and global curriculum”.

The consensus amongst the focus group participants was that there was a need for drivers and clearly understood structure to address what they perceived to be a policy vacuum. As such, there is a clear need for policy messages “from the top” emphasising that the Global Dimension is part of the Curriculum and as such a requirement. Secondly, any policy resource should be explicitly endorsed and promoted by policy makers:

“What is needed is a structure or infrastructure that embeds or structures Global Dimension within institutional programmes and institutions. We used to have that to a greater degree a few years back, when we had certain individuals driving it. It's to a lesser extent now. Structure is important, teachers can only do so much. Institutions and organisations need to have frames in place”.

Higher Education Institutes ITE Cluster Group

“Organisations need an external drive. The drivers exist in the curriculum already but are not being pushed to the extent that it should. If it was given the value that we feel it deserves, it would have a better chance of being implemented more fully, not just where there are groups of champions, but in a way that everyone sees it as important”.

“The policy vacuum here has been a problem, in terms of driving this forward. The curriculum was an opportunity to give us a platform to work on in ITE, but to go further to the next step, you need policy messages from the top emphasising that Global Dimension is important”.

“It's a messy picture, no real uniformity, because of the nature of the powers, no real policy impetus from top until now. The new curriculum has provided us with a lot of opportunities, but there are still no messages saying this is important and that it should be done.”

BELB Curriculum Advisory and Support Service

Summary of findings ▼

- It was the respondent's view that the Global Dimension was fundamental to the curriculum.
- Education for Sustainable Development (ESD) was viewed as the most pressing and important of Global Dimension concepts.
- Global Dimension concepts are explored within a range of professional development programmes provided by BELB CASS, particularly those which have a historical relationship with global education.
- A number of challenges were identified, including increasing awareness, securing buy-in from key policy makers and stakeholders, perceptions of the Global Dimension as a bolt-on, resourcing and ITE provision.
- There was also a call for a unified vision of what the Global Dimension was, and a more co-ordinated approach to delivery, perhaps overseen by a Global Dimension strategy group.
- A Global Dimension Policy Resource was also welcomed.

The interviewee indicated that whilst the responses might at times converge with those of the BELB CASS, they were individual in nature.

View of the Global Dimension

Much of the respondent's discussion around Global Dimension focused on Education for Sustainable Development (ESD), perhaps understandably given the current focus on the Sustainable Development Strategy¹.

For the respondent, ESD was the most pressing and important of Global Dimension concepts, particularly because of its potential to ensure that our pupils are 'ecologically literate':

"... of those 8 [Global Dimension] concepts I think that the concept of Sustainable Development (SD) is a key one because at the present time our planet is facing so many crises and I think we have an obligation and a duty to educate our young people so that they are not just literate and numerate but that they are ecologically literate".

1. Sustainable Development Strategy for Northern Ireland: First Steps in 2006 [<http://www.ofmdfmi.gov.uk/sustainable-develop.pdf>], and 'Everyone's Involved' ['Everyone's Involved' - Public Consultation on Sustainable Development Strategy, <http://www.sd-commission.org.uk/news.php/286/ireland/everyones-involved-public-consultation-on-sustainable-development-strategy>. see also: Paper providing a comparison of the Sustainable Development Strategy for Northern Ireland: 'First Steps to Sustainability' strategy, to 'Everyone's Involved'. www.niassembly.gov.uk/researchandlibrary/2009/10209.pdf; Sustainable Development Strategy Consultation Document: www.ofmdfmi.gov.uk/sustainable_development_strategy_-_consultation_-_draft.pdf, and web site - <http://www.ofmdfmi.gov.uk/sustainable-development-strategy-public-consultation>]

BELB Curriculum Advisory and Support Service

“I would feel that ESD really is an overarching concept which all government departments have now been tasked with promoting. And I see these other concepts as linking to that because, for example, if you take values and perceptions, ESD is a value-based programme. So if you are teaching it, it is implicit that you are going to be exploring values and perceptions”.

Value of the Global Dimension

The respondent stated that the Global Dimension is fundamental to the curriculum, not less so because of the ramifications of globalisation and the fact that many will seek employment throughout the world. It was felt that it was essential that education broadens young people's experience and knowledge of global issues:

“I think the Global Dimension is important because, first of all, so many things that happen are interrelated on a global scale. For instance, the lifestyle choices we're making are having an impact in relation to things like global climate change. Issues such as the rising levels of poverty in the world – that is connected to the lifestyles of our young people if they're purchasing products made in sweatshops and the third world”.

“The Global Dimension in the curriculum is very important because our young people are living in a world that is becoming increasingly interdependent and the global aspect of living is going to impact on them. Many of them are going to leave school and find employment either somewhere within the EU or further afield. So I think we need to educate a young population of people who have an outward looking view of the world and the way that we can prepare them for that is through the integration of a Global Dimension in the curriculum”.

The potential of Global Citizenship and ESD to encourage increased action and participation was also highlighted. In addition, attention was drawn to the approach taken by Wales in joining ESD with Global Citizenship within the WAG ESDGC Strategy for Action:

“And also very closely linked to that is the concept of Global Citizenship (GC) because one of the ideas with ESD is that we want to influence young people so that they will then act to engage in environmentally positive behaviours. So I would see those things very closely related and in fact in Wales, the two are linked in the programme offered in Wales. ESD and GC comes under one area and I think that they sit well together”.

BELB Curriculum Advisory and Support Service

Inclusion of the Global Dimension in Professional Development Programmes

Global Dimension concepts are explored within a range of professional development programmes provided by BELB CASS, particularly those which have a historical relationship with global education:

“In terms of global education it would be a very important part of what we do with Geography teachers ... so when I am running programmes with the young teachers I use the opportunity to highlight to them the importance of, for example, incorporating Education for Sustainable Development (ESD) into lessons. It is now statutory at KS3 and Geography is the lead subject for ESD. So I feel that it is important to place emphasis on that in the programmes we deliver to beginning teachers of Geography”.

The role of ITE in preparing teachers for teaching within a Global Dimension was recognised but it was felt that a more effective programme of pre-service professional development was required:

“I know that some work is happening in the Institutes for ITE but there needs to be a much more structured programme, a more in-depth programme offered to our trainees in the ITE colleges because they are going out into our schools as the new teachers who can, as I said earlier, be catalysts for change in the contexts in which they teach”.

Challenges

A number of challenges were identified, including the need to increase awareness and to secure buy-in from key policy makers. The respondent believed that the Global Dimension, by its very nature, it is a ‘participative and experiential process’ and that policy decision-makers too should be given time to develop their own understanding and interpretation of this aspect of teaching and learning:

“Increasing awareness and understanding of key policy and decision-makers, that is very important in the first instance. And I think that you have to give people time to explore their understanding – it is a kind of area that you must engage in discussions with people and it’s a participative and experiential process. I think it needs to be that also for people who are in decision-making positions and leadership positions”.

Buy-in from key stakeholders, particularly schools, was also seen as a key challenge. Again, the perceptions of the Global Dimension as either a valuable initiative that could improve outcomes or as yet another add-on were highlighted. The respondent felt that this would require the changing of mindsets and world views, which is not easy, and certainly not

BELB Curriculum Advisory and Support Service

realisable through any “quick fix”:

“One of the main challenges – schools do get overwhelmed as there are so many different initiatives. There is a need to integrate these different strands and to see the connections between them and see how in fact you can, for instance, bring about improved outcomes in Literacy and Numeracy through approaches you might use, in say, delivering ESD. So, in other words, to see how the different things can be interwoven and interconnected”.

“One of the big challenges I see is taking the time and put in the resources to increasing the awareness and understanding of our head teachers – if you haven’t won the hearts and minds of teachers, that they understand why this is important and that they are convinced in their own minds that it is important, then I think it becomes potentially another tick box exercise where it is addressed in a superficial way but it is not really a way of seeing the world. I think we need to influence peoples’ worldviews”.

A commitment to resourcing, whether financial, time, or expertise, was also seen as pivotal. Identifying international best practice and highlighting these in any resource were considered to be important, but so was celebrating and acknowledging local examples of good practice:

“In terms of the Global Dimension from the perspective of ESD, we are talking here about societal change on a huge scale if it is implemented fully. And therefore, I think we need to allocate resources accordingly”.

“To do this well it will need to have the support of resourcing, whether that is materials or people who have specialist knowledge. So there is going to have to be a commitment to allocate resources to effectively educate people and to support schools in making this a main objective. And I think if we look at other countries such as Finland, I think it would be useful to look at what they are doing there. They are much further along the road and I think we can learn a lot from looking at what other countries have done”.

A Global Dimension Policy Resource

There was also a call for a unified vision of what the Global Dimension was trying to achieve, and a more co-ordinated approach to delivery, perhaps overseen by a Global Dimension strategy group. A Global Dimension Policy Resource was also welcomed:

“At the moment in Northern Ireland some very good work is being done in some of our schools on ESD but I would say that it is probably piecemeal, there is no unified vision of what we are trying to achieve, where we are going with it and ways in which we plan to get there. And, that policy resource could assist such a group”.

“I think that somebody at the policy level really needs to start to think through the role and all the ways it [the Global Dimension] can contribute, and start and see what things we need to put in place”.

SELB Curriculum Advisory and Support Service

Summary of findings ▼

- The SELB recognise the potential value of the Global Dimension to schools.
- Some SELB CASS have a sound understanding of the key concepts and others would be able to identify where their work and support for schools connected with the Global Dimension, but would not necessarily have considered it in this way.
- The Global Dimension is considered to be wider than a single subject and can have a whole school presence.
- The Global Dimension can support connected learning and the development of other skills such as critical thinking, decision making and media literacy.
- Although the Global Dimension is increasingly addressed in beginning teacher and CPD programmes, this can be ad-hoc and does not happen as often as it should. There are concerns that the Global Dimension is:
 - ▶ too often left to individual subjects or one off projects;
 - ▶ too often seen as being about raising money for charity;
 - ▶ seen to be about providing simple solutions to complex problems;
 - ▶ feared as being yet another subject to be squeezed into the curriculum;
 - ▶ not connected or sustained;
 - ▶ not reflected in School Development Plans, learning and teaching policies;
 - ▶ not understood or valued by parents.
- The SELB CASS would welcome a policy resource for the Global Dimension.

View of the Global Dimension

The SELB CASS has a number of perspectives of the Global Dimension. It is present in:

“Learning Areas of the NI curriculum – especially R.E., Geography, Business Studies, history, science and technology, languages including English, careers, LLW (Citizenship and Employability at post-primary) and PDMU, and World Around Us (primary)”

“The Key Elements which include - personal understanding, mutual understanding, ethical awareness, economic awareness and ESD”.

The Global Dimension is considered by the SELB to be go beyond the boundaries of one subject:

“The Global Dimension is wider than a single subject and the key elements of the NI curriculum encourage connected learning or thematic units. Sustainable development, healthy eating, community involvement, pupil voice all have a whole school as well as classroom presence”.

SELB Curriculum Advisory and Support Service

The Global Dimension can support connected learning and the development of other skills such as critical thinking, decision making and media literacy:

“Skills such as critical thinking and the ability to challenge and make decisions are developed as students explore their and other identities and issues such as social justice and equity. The Global Dimension is a vehicle to develop media literacy and schools are also encouraged to see and seek opportunities to use ICT tools to exchange, exhibit, communicate and collaborate with schools in other parts of the world. The immediacy of the internet increasingly allows global issues to be brought dynamically and immediately into the classroom to challenge the thinking, the knowledge and values of teachers and students alike”.

It is also present in whole school initiatives and projects:

“... including ECO Schools, Rights Respecting Schools Award, (RRSA – a UNICEF award), British Council – e.g. Global Classrooms, Comenius or other international or global programmes linking schools”.

and can involve other agencies:

“... NGO’s and agencies such as Global Dimension in Schools Northern Ireland, Red Cross, Amnesty International, Trocaire, Oxfam, Children in Crossfire, RSPB and many others”.

Value of the Global Dimension

The SELB CASS recognised the potential value that Global Dimension offers to the school and school community:

“The Global Dimension brings enormous value to education and learning. Today’s children need to be prepared to live in a global world. Global citizens will need the skills, understanding, knowledge and values to deal with the complexity of global issues. A school that is a global school is also an eco school, a healthy eating school, a school with good community (local and global) links, a school where the pupil voice is strong and young people feel motivated and engaged, a school which values diversity and human rights.”

Inclusion of the Global Dimension in Professional Development Programmes

SELB CASS Professional Development Programmes have included a number of global related issues:

“We have held sessions where CASS have been able to explore global issues such as e.g. Education for Sustainable Development, ECO Schools, Human Rights, the Rights Respecting Schools award (RRSA), diversity, globalisation and interdependence. We have in the past had an international section which linked and supported schools and youth in a variety of mainly European based projects”.

SELB Curriculum Advisory and Support Service

Although the Global Dimension is increasingly addressed in beginning teacher and CPD programmes, this can be ad-hoc and does not happen as often as it should:

“CASS, like teachers may not always connect or realise the connection between themes and strategies and the Global Dimension”.

As with many other organisations, understanding of the key concepts of the Global Dimension varies significantly amongst SELB CASS officers and highlights the need for a shared understanding and for greater capacity building within the system:

“Some SELB CASS would have a sound understanding of the key concepts but many would not. Many would be able to identify where their work and support for schools connected with the Global Dimension, but would not necessarily have considered it in this way”.

Challenges

With regards to challenges in promoting the Global Dimension, the SELB CASS believe that:

“The Global Dimension is too often left to individual subjects or one off projects and too often seen as being about raising money for charity; seen to be about providing simple solutions to complex problems”.

The respondent indicated that a general lack of understanding fostered patchy implementation within schools and between schools and communities. It was felt that the Global Dimension is:

“not reflected in School Development Plans, learning and teaching policies; and not understood or valued by parents”.

As with other stakeholders, the concern that the Global Dimension is perceived as an ‘add-on’ was highlighted:

“.... yet another subject to be squeezed into the curriculum”.

A Global Dimension Policy Resource

The SELB CASS would welcome a policy resource for the Global Dimension:

“A policy resource would be very useful as it would provide an overview of the what, why and how and help integrate the Global Dimension into schools and CASS. It would help make connections between learning areas, identify the features of a “Global School” and support connected learning.”

SEELB Curriculum Advisory and Support Service

Summary of findings ▼

- The SEELB CASS have yet to formulate a view on the Global Dimension, as the concept is one that has only recently emerged. As such, greater information sharing, awareness raising and general training among all of CASS was identified as an area of need.
- The SEELB CASS do see value in the methodologies promoted by the Global Dimension.
- The Global Dimension is not addressed as a standalone issue in Beginning Teachers' Professional Development Programmes and the degree of inclusion in an area of learning or subject can vary depending on context and general awareness of officers organising / leading the training.
- Awareness of the Global Dimension should be raised in Initial Teacher Training and built on in the course of Early Professional Development.
- A number of challenges were indicated, which included initiative overload, staff resistance, perceptions of the value of the Global Dimension, subject barriers, time for training and time for dissemination.
- The SEELB CASS would welcome a policy resource for the Global Dimension.

View of the Global Dimension

The SEELB CASS have yet to formulate a view on the Global Dimension, as the concept is one that has only recently emerged:

".... the programme has only come to the attention of individual officers who have either a remit in this area or a particular individual interest"

As such, greater information sharing, awareness raising and general training among all of CASS was identified as an area of need which would benefit all ELB areas.

Value of the Global Dimension

The SEELB CASS do see value in the methodologies promoted by the Global Dimension, and stated that some of the learning and teaching activities, and resources developed for the programme are useful. However, respondents did pose the following questions:

"What is the added value of the Global Dimension on top of what is already being taught in the Geography, History, Citizenship, RE and PD programmes? Is it a way of connecting a number of issues in a more coherent way? Is it to make things more understandable for learners? What are the issues of overlap?"

SEELB Curriculum Advisory and Support Service

Inclusion of the Global Dimension in Professional Development Programmes

The Global Dimension is not addressed as a standalone issue with Beginning Teachers by SEELB CASS. The degree of inclusion in an area of learning or subject would vary; this might depend on the following factors:

“... context ... [and] general awareness of officers organising / leading the training”.

Respondents felt that the Global Dimension should be raised in Initial Teacher Training and built on in the course of Early Professional Development, including the first year as a Beginning Teacher, although it was generally unclear how aware Beginning Teachers were of the Global Dimension.

Challenges

A number of challenges were indicated, which included initiative overload, staff resistance, perceptions of the value of the Global Dimension, subject barriers, time for training and time for dissemination.

A Global Dimension Policy Resource

The SEELB CASS would welcome a policy resource for the Global Dimension. This was considered highly important, particularly for the ITE sector, curriculum support agencies (e.g. CASS and CCEA), school leaders, and for teachers generally. It is hoped that this resource will:

“... build on the corner stones of the RNIC – active learning, Assessment for Learning and Thinking Skills and Personal Capabilities ... [and] inform both teacher training and CPD for all teachers”.

WELB Curriculum Advisory and Support Service

Summary of findings ▼

- The WELB CASS view of the Global Dimension is primarily set within the context of Every School a Good School (ESAGS) and the School Improvement agenda.
- The Global Dimension is also viewed as offering an opportunity for professional engagement with educators internationally.
- Although the Global Dimension is seen to fit more comfortably within certain subject areas, such as the World Around Us and Citizenship, the methodology promoted by the delivery of a Global Dimension underpins the revised curriculum. Successful implementation of the Global Dimension would require a whole-school approach and it is essential that it is not simply seen as an add-on. This message should be reflected in all resources and training for the Global Dimension.
- There are a number of challenges to the implementation of Global Dimension, including the need for top-down support, time constraints, and communication problems. Northern Ireland's insularity and 'Island mentality' is also a barrier to change.

View of the Global Dimension

The WELB CASS view of the Global Dimension is primarily set within the context of Every School a Good School (ESAGS) and the school improvement agenda. Additionally, the Global Dimension is viewed as offering an opportunity for professional engagement with other educators internationally:

“[we would] be coming at it from the whole school improvement agenda.... which really very much ties in with ESaGSThe Global Dimension is, as we interpret it, international...and it is absolutely essential if we are going to be part of a conversation with fellow educators in terms of what is happening in education throughout the world and how we can contribute to that and how we can develop ourselves as educators through those links”.

While the Global Dimension is seen to fit more comfortably within certain subject areas, such as the World Around Us and Citizenship, it was also acknowledged that the methodology promoted by the delivery of a Global Dimension underpinned the revised curriculum:

“Well obviously within different subject areas, the whole thinking behind the [Global Dimension, for example] values and perceptions, diversity, social justice, conflict resolution, human rights, SD, citizenship, interdependence ... underpin a lot of the curriculum, not only the content of the curriculum, but the method of delivery [and implementation] of the curriculum”.

Successful implementation of the Global Dimension would require a whole-school approach and it is essential that it is not

WELB Curriculum Advisory and Support Service

simply seen as an add-on. WELB CASS believe that this message should be reflected in all resources and training and that resource development should take place in consultation with both teachers and CASS officers:

“I think if it’s seen to be something extra it won’t work. It has to be part of what it is ... you are doing. It has to be enriching the curriculum. It has to be ESaGS, Literacy, Numeracy, whatever are whole school issues look at school development planning. Any resource needs a lot of discussion with all stakeholders, including teachers”.

Value of the Global Dimension

The interviewee believed that the Global Dimension was a useful ‘whole school’ concept, and already part of good practice:

“[Global Dimension is] infused in good teaching and learning, in ESaGS. Schools should be deploying those practices and practising those and allowing teachers to grow and grow as a body of educators for people, for children. It is how we think, it is the world that we live in, it is how our children grow up, it is how they communicate with each other and it has to really be part of the whole teaching package”.

It was also felt that the emphasis in learning and teaching within the Global Dimension should focus on developing critical thinking, something of vital importance to our young people’s education and future development:

“It’s about moral purpose in education and this isn’t about preaching or charity work. It’s actually about challenging the values, the whole value system and I really think that’s where we have to be coming from. I believe that is a challenge that faces our young people”.

Inclusion of the Global Dimension in Professional Development Programmes

The WELB CASS drew on examples from their current Beginning Teacher professional development programme indicating that many address elements of the Global Dimension through ethos and methodology at primary and post-primary.

Challenges

The interviewee felt that there were a number of challenges to the implementation of the Global Dimension, including the need for top-down support, time constraints, communication problems within the ELB area:

“I think the challenges are having the commitment and the time and one of the main problems was communication”.

Northern Ireland’s insularity and ‘Island mentality’ was also considered as a barrier to change, particularly given our lack of experience with Global Dimension concepts and critical issues:

“We’re asking people to change their way of thinking It’s about thinking on your feet and it’s about making connections and it’s about thinking outside the box and NI.... we’re physically very removed from anywhere else and [we’ve the island mentality and geography] we’re only beginning to lift our heads a wee bit”.

Northern Ireland Council for Integrated Education

Summary of findings ▼

- NICIE consider the Global Dimension to be integral to the work conducted within Integrated Schools, providing exemplars of diversity and enabling young people to understand the interconnectedness of the world and the positive role that they can play in today's global society. On the whole, NICIE are open and positive towards the Global Dimension in schools. NICIE firmly believe that the Global Dimension concepts strongly resonate with their core values and underlying ethos. Like the Global Dimension, integrated education is 'value driven and child centred'. As such, the concepts can be, and already are, embedded in the fabric of integrated education.
- From an Integrated Education perspective, the eight key concepts of the Global Dimension are interconnected and should be prioritised, not simply in those subject areas where Global Dimension has an obvious home, but across the school curriculum.
- To support effective implementation of the Global Dimension into teaching and learning, teachers and schools require credible professional development, at pre-service level and as part of CPD. Support should also be offered to schools (where appropriate) to assist with school policy development in order to reflect an emphasis on global education concepts.
- There is a need for further resources for the Global Dimension which should be developed to support, and be underpinned by, the revised curriculum. There is a clear role for the involvement of agencies outside formal education, including NGOs and other community organisations. The prevailing political and social climates in NI may not be readily conducive to the Global Dimension agenda, and as such there is much work to be done with NI's political parties in the first instance, extending to community and other social representatives.
- There needs to be a demonstration of a greater understanding and interest in the Global Dimension at the political level. Concerns were expressed that the Global Dimension is regarded by schools as an 'add-on' which might not sit naturally in current teaching and learning. NICIE warn that teachers may lack confidence in their ability to engage thoroughly with global education issues and consider their knowledge to be lacking. As previously indicated, credible programmes of professional development are identified as areas for improvement.

View of the Global Dimension

NICIE consider the Global Dimension to be:

“integral to the work conducted within integrated schools, bringing aspects of global citizenship to life, providing exemplars of diversity and enabling young people to gain an appreciation of interdependence and an awareness of how local and global issues link”.

Northern Ireland Council for Integrated Education

NICIE believe that the inclusion of a Global Dimension can enable young people to understand the interconnectedness of the world and the positive role that they can play in today's global society, and therefore actively promote the Global Dimension concepts:

“The focus on social justice, human rights and conflict resolution provide opportunities for teachers and students to explore and establish the relationships which exist between their personal, community, NI experience and the experience of young people growing up in other societies. This clearly enriches the educational experience of young people in integrated school environments and provides rich material for teachers”.

Visibility of the Global Dimension

On the whole, NICIE are open and positive towards the inclusion of the Global Dimension in education. NICIE firmly believe that the Global Dimension key concepts strongly resonate with their core values and underlying ethos. Like Global Dimension, integrated education is ‘value driven and child centred’:

“The declaration of ethos for integrated schools...describes the integrated school as providing...a learning environment where children and young people [of any faith or none], can learn with, from and about each other. The promotion of equality and good relations extends to everyone in the school and to their families regardless of their religious, cultural or social background. Integrated Education is value-driven and child-centred. It is delivered through a holistic approach with an emphasis on developing every aspect of a child or young person's potential.”

The four core principles of Integrated Education are equality; faith and values; parental involvement and social responsibility:

“The Global Dimension resonates with ‘equality’ and ‘faith & values’ but is particularly important in terms of ‘social responsibility’ and the affirmation that pupils should be encouraged to:

- (a) understand and engage with the use of non-violent means of conflict resolution;*
- (b) demonstrate mutual respect and understanding towards others, develop tolerance and trust of those who are different;*
- (d) appreciate the interdependence between society and the natural environment it inhabits”.*

Northern Ireland Council for Integrated Education

Key Areas or Priorities for Teaching Within a Global Dimension

Global Dimension concepts can be, and already are, embedded in the fabric of integrated education. Not only should children and young people be given information about global issues and their impact, as a means of awareness raising, but the Global Dimension can also equip young people to be better activists, agents of change and critical action:

“It is important to raise young people’s awareness and understanding of how global issues impact on the lives of individuals, communities and societies. Secondly, greater awareness should be created of how each person can actually influence the global”.

From an Integrated Education perspective, each of the eight key concepts of the Global Dimension are interconnected and should be prioritised, not simply in those subject areas where Global Dimension has a natural home, but across the whole curriculum:

“Local & Global Citizenship should not present the only vehicle for delivering the Global Dimension. Rather, it should be an approach adopted by teachers for enriching and delivering the existing school curriculum and enhancing the ethos of the school”.

Support Required

To support effective implementation of the Global Dimension into teaching and learning, teachers and schools require credible professional development, at pre-service level and as part of CPD. NICIE consider current ITE practices in particular to fail to equip teachers for teaching a Global Dimension:

“Initial teacher training (conducted mainly in a segregated fashion in Northern Ireland) doesn’t adequately equip teachers for successfully facilitating young people in exploring global education issues. Therefore, personal and professional staff development is required to enable teachers to feel comfortable in exploring global development issues with young people”.

NICIE also believe that support should also be offered to schools, where appropriate, to assist with school policy development in order to reflect an emphasis on global education concepts. There is a need for further resources for the Global Dimension which should be developed to support, and be underpinned by, the revised curriculum.

Northern Ireland Council for Integrated Education

Role of Other Agencies

NICIE believe there is a clear role for agencies outside formal education, including NGOs and other community organisations, to help promote the Global Dimension:

“[agencies beyond formal education can help promote the GD through] providing good practice training for teachers, and developing resources to support the delivery of the Global Dimension”.

Current Climates

NICIE expressed concerns that the prevailing political and social climates in NI may not be readily conducive to the Global Dimension agenda, and as such there is much work to be done with NI's political parties in the first instance, extending to community and other social representatives:

“The Global Dimension is far down the agenda and the current political climate is not particularly supportive. This is illustrated by last summer’s negative incidents with Romanian workers and their families, feeding into a xenophobic attitude which is merely an extension of the innate fear of difference which categorises Northern Irish society”.

Role of our Politicians

NICIE believe there needs to be a demonstration of a greater understanding and interest in the Global Dimension at the political level:

“Primarily, our politicians need to provide support and add weight to the policy documents around ‘A Shared Future’ and ‘Cohesion, sharing and integration’. This would positively signal to young people that there is political support for our own society moving forward with greater integration at its core our local politicians need to demonstrate an awareness and lend support to the development of a system of education that will prepare our young people for today’s globalised society”.

Challenges

Like many other respondents, concerns were expressed that the Global Dimension is regarded by schools as an ‘add-on’ which might not sit naturally within current schemes for teaching and learning:

“Potentially the Global Dimension could be regarded as a ‘tag on’ to the existing curriculum which could result in it being squeezed and not receiving due attention”.

Moreover, NICIE warn that teachers may lack confidence in their ability to engage thoroughly with global education issues and consider their knowledge to be lacking. As previously indicated, credible programmes of professional development are identified as areas for improvement.

Comhairle na Gaelscolaíochta

findings

Summary of findings ▼

- Comhairle na Gaelscolaíochta believes that it is beneficial for young people to develop an awareness of global issues and the capacity for the global to have an impact on their lives and for their lives to have a global impact.
- Like many aspects of the Global Dimension, awareness among young people begins locally.
- Awareness among young people can encourage them to celebrate diversity and take inclusive approaches to others from other linguistic, cultural, religious or national origins and, in this regard, the Global Dimension is of critical importance.
- Comhairle na Gaelscolaíochta have argued that a policy for the Global Dimension in education would play a significant role in raising awareness of global issues.

Comhairle na Gaelscolaíochta considers the Global Dimension in education be of considerable importance. There are several aspects that the organisation considers to be relevant. A detailed response to each is provided in Comhairle na Gaelscolaíochta's written response (see Appendix 2). For the purpose of this section, a brief summary of their stance is provided below.

View of the Global Dimension

Comhairle na Gaelscolaíochta believes that it is beneficial for young people to develop an awareness of global issues and the capacity for the global to have an impact on their lives and for their lives to have a global impact. Of particular importance to Comhairle na Gaelscolaíochta is the context of heritage-language revival, and the importance for young people to be facilitated to develop an awareness of multilingualism and the role languages play in the lives of people beyond the developed world. Like many aspects of the Global Dimension, awareness among young people begins locally.

Value of the Global Dimension

Comhairle na Gaelscolaíochta believes that awareness of the Global Dimension will bring attention of the decision makers and policy makers of tomorrow to the rapid change taking place in our world as a result of progress and development. Young people's awareness can influence consumer trends and ultimately global trends. Awareness among young people can encourage them to celebrate diversity and take inclusive approaches to others from other linguistic, cultural, religious or national origins. In this regard, a Global Dimension in education is of critical importance.

Comhairle na Gaelscolaíochta

findings

Comhairle na Gaelscolaíochta have argued that a Global Dimension policy would play a significant role in raising awareness of global issues particularly in areas of education and environment in NI:

“Possibly because of our relative isolation and recent political history, there is an apparent lack of awareness of global issues and a poorly-developed capacity to see issues from wider perspectives. This is particularly so in relation to issues associated with the Irish language in NI, which tends to be viewed from the perspective of recent national affiliations ignoring the 2000 year history of the language and its links to other Celtic regions, particularly Scotland”.

Council for Catholic Maintained Schools

"The Council for Catholic Maintained Schools, in promoting a culture of excellence consistent with the ethos of Catholic Education, encourages each school to play an active role in developing young people as citizens for an interdependent world.

All young people have a responsibility to ensure that the benefits of the world are protected and sustained for future generations, and that the principle of social justice is exemplified in how we respect and embrace each other's rights and differences."

All Party Group on International Development

Summary of findings ▼

- The All Party Group on International Development, by its very nature (cross party group) contains a variety of views and varying degrees of awareness about the Global Dimension concept, and its implementation. Within the All Party Group there are two schools of thought, one aid oriented, the other much more aligned with the concepts of sustainable development.
- In terms of visibility of the Global Dimension in the All Party Group's work, it has been only quite recently that the Global Dimension initiative came to their attention. As such, the debate within the group is in its embryonic stage. By their own admission, much work is needed to crystallise the Group's purpose and focus around the Global Dimension. The need for a resource to clarify and frame the debate was acknowledged.
- As well as targeting education, politicians and decision makers, it was suggested that any policy resource should also target key NGOs and community representatives in an attempt to promote wider discussion. It should address the trade community, including Invest NI, NICO, political authorities and churches.
- The All Party Group does see the Global Dimension as a challenge, but a positive one. The All Party group believes any opportunity to instil in our children a greater understanding of global issues, and an ability to consider these critically should be grasped, and that the Global Dimension initiative represents an excellent opportunity to do so.
- A number of challenges were identified, including NI's historically insular attitudes and limited experience of global issues. The nature, context and content of Global Dimension issues, may in themselves present conflict and controversy. There are obvious resource implications which need factored into the debate, particularly around training and upskilling teachers.
- A valuable consequence of critically immersing our young people in global issues would be the ability for greater critical local understanding and action. The All Party Group sees no reason why the Global Dimension cannot be used to explore difference in a global setting, then employ those new insights and critical skills in understanding the local.
- The All Party Group considers there to be significant benefits to the Global Dimension initiative.

View of the Global Dimension

The All Party Group on International Development, by its very nature (cross party group) contains a variety of views and varying degrees of awareness about the Global Dimension concept, and its implementation. This variety of opinion and, by their own admission, understanding of the Global Dimension concept closely mirrors the attitudes and experiences of

All Party Group on International Development

Northern Ireland as a whole. Within the All Party Group there are two schools of thought, one aid oriented, the other much more aligned with the concepts of sustainable development. Again, it was felt that this broadly reflected the dominant narrative in Northern Ireland:

“The diversity of views within the All Party Group reflects the diversity of NI opinion. As a group, undoubtedly we want to be a part of global citizenry, but there is no shared agreement about what that actually means, conceptually or in practice. Generally, there are two schools of thought: aid and distribution of wealth, as advocated via 'bricks and mortar', 'hand-up' approaches, and the second which is focused on sustainability and capacity building with minimum interference. [In my personal opinion] the second is probably more internationalist and more politicised”.

Value of the Global Dimension

The All Party Group believes any opportunity to instil in our children a greater understanding of global issues, and an ability to consider these critically should be grasped, not least by a post-conflict, transforming society:

“It's also the ability of children locally to recognise, debate and critically think about difficult issues such as rights, equality, and poverty within these other contexts - why inequality and poverty exists, and what role we play in it. It's not just sympathy for others' situations, but an understanding of the root causes”.

“It's also the realisation that the most empowering thing is not a hand out, but a hand up”.

It was suggested that a valuable consequence of critically immersing our young people in global issues would be the ability for greater critical local understanding and action:

“It's also the ability of children locally to recognise, debate and critically think about difficult issues such as rights, equality, and poverty within these other contexts - why inequality and poverty exists, and what role we play in it. It's not just sympathy for others' situations, but an understanding of the root causes. In doing so, it may enable children to better critically think about similar local issues”.

“... this cultural analysis [via the Global Dimension] would allow young people to then compare with and reflect on local issues using the same critical thinking skills. Thinking about the global encourages you to think about the local. There is a role for communities as a whole, policing, amongst others”.

“Critical thinking taught through the context of globalisation is safer than that through local sectarian divisions, but would encourage thinking about those very local issues. This is bound to be of benefit to all locally”.

All Party Group on International Development

So, despite Northern Ireland's insularity, the All Party Group sees no reason why the Global Dimension cannot be used to explore difference in a global setting, then employ those new insights and critical skills in understanding the local:

"The local tendency of being restricted to one community and fear of difference beyond that may be cited as a barrier to successfully instilling the global in our children. But that is an excuse. It's easy never to face ethnic, racial, or cultural diversity... This probably seems more apparent, given our difficulties in addressing community diversity. The work Global Dimension can do with children at a young age, is to highlight and celebrate difference; to help children understand that there are injustices, discriminations, and poverty beyond what they will ever experience. Any initiative that allows young people to safely explore these global issues, will have the added effect of beginning to break down local barriers".

The All Party Group believed that the Global Dimension is a significant opportunity and equally a challenge for community and related groups. The Global Dimension is seen as a whole community initiative, not just a whole school one:

"[Global Dimension] represents a huge opportunity for the youth sector, ranging from scouting through to organised sport, anywhere children congregate. Also our volunteering bodies. There is a vibrant overseas development programme operating in Ireland, with which all groups could engage".

"It would certainly be challenging to [youth and other community groups], as some of the conversations and debates within Global Dimension would be challenging. But as said earlier, this cultural analysis would allow young people to then compare with and reflect on local issues using the same critical thinking skills. Thinking about the global encourages you to think about the local. There is a role for communities as a whole, policing, amongst others".

The All Party Group sees much benefit in the Global Dimension initiative, and despite the challenges that face us as a country, there is fertile ground in which to plant the seed:

"Our school aged children are a generation who are post-conflict, Good Friday babies, for whom our troubles are a history lesson. It is time, as Seamus Mallon said, to allow them the opportunity to make their own history. Central to this is the ability and opportunity for critical thought, and a sense of the global and our place in it".

Visibility of the Global Dimension within Party Policy/Strategy

In terms of visibility of the Global Dimension in the All Party Group's work, it has been only quite recently that the Global Dimension initiative came to their attention. As such, the debate within the group is in its embryonic stage:

"Until a recent meeting, the Global Dimension in Schools project was invisible to the All Party Group. As a concept, it is starting to emerge. Where the debate within the Group goes next is the challenge. The challenge is to embrace the concept and critique openly what it means to be a global citizen, and to take steps to manifest this".

All Party Group on International Development

“At present, the Global Dimension debate has the potential to inform the Group's remit and activities. The group needs to crystallise its purpose, and is going through a process of defining itself. One stream that will likely emerge is that of capacity building - how the region can play a part in empowering developing societies, providing them with greater choice and opportunity. That stream certainly fits with Global Dimension, more so that the 'aid element' we talked about earlier”.

By their own admission, much work is needed to crystallise the Group's purpose and focus around the Global Dimension. The need for a resource to clarify and frame the debate was acknowledged:

“From the All Party Group's point of view, the content [of a resource] should be useful in framing and informing our thinking and ongoing work. The big issue is capacity building, a guide through the key debates and resources, an overview of what work is going on. But before considering content, we must clarify context. It should be local, not an extension of Irish or British foreign policy, depending on viewpoint. It should reflect and benefit this region in its developing relationships globally”.

“[A credible, comprehensive resource] would be useful in framing the debate. The All Party Group at this point, needs to reflect on the expert resources available, critically analyse its relationship and what relationship it would wish to have with developing nations, including the context in which it takes place and the philosophy behind it. Any resource that can support and inform the debate as it emerges would be useful”.

Challenges

Despite, and to a degree, perhaps because of the fact that Global Dimension only recently came into their view, the All Party Group does see the Global Dimension as a challenge, but a positive one. It is also an opportunity for all people in Northern Ireland:

“At a regional level it means opportunity. The opportunity to raise awareness amongst the new generation about the challenges and lives faced by similarly aged children in other parts of the world, in other cultural and social contexts”.

A number of other key challenges were identified, including Northern Ireland's historically insular attitudes:

“The Global Dimension is literally educating and nurturing global citizens, something we have been poor at in this region. We (NI) are desperately insular and often fail to see beyond our own community perspective, let alone being open to the global perspective. We very infrequently think about the world, because we often fail to see that we are not the centre of it”.

All Party Group on International Development

This is again reflected in what the All Party Group sees as the starting point (both for the Group and NI as a whole) to ensure the success of the Global Dimension: awareness raising, and clarification of the Global Dimension concepts and agenda. This is particularly in light of Northern Ireland's limited experience of global issues in this context:

"Our young people are low down on the scale of global citizenry, so the first priority is awareness raising. Next, for any politician / political representatives, the aim would be promoting democratic values. As a parent, the wish would be children who demonstrate a greater tolerance of difference, and an understanding of the factors that give arise to difference".

"Indeed, there is a need to raise awareness amongst society as a whole, including politicians. Very few politicians actively have the debate, as do very few schools".

"The culture and norm for Northern Ireland is to ignore and opt out, as if there's nothing of interest to us outside our own communities, nothing over the hedge. We need to break that and the first step is to encourage our children to be curious, to be interested in difference, what's over the hedge. This sounds simple, but is at the heart of the problem in Northern Ireland, the problem of fear of difference, and perceived threat in that. We need to create safe contexts in which children, schools and communities can explore and be exposed to cultural difference".

The nature, context and content of Global Dimension issues, may in themselves present conflict and controversy:

"Not everyone in NI would agree that exposing ourselves or, more importantly, our children to global issues around developed and developing world relationships. There are many big cultural and by implication moral issues to cope with in these intercultural dialogues [e.g. reproductive rights and female circumcision]. There are apparent schisms between sets of norms - many people in NI, based on their faith, for example, would be reluctant for children to be exposed to these debates. Many of these people will be teachers and principals. The other side of the coin, is in abstaining from these debates, we are neglecting to ensure our children develop critical thinking and competency around global issues, and by extension local and personal issues".

Support Required

The All Party Group believes that here are also obvious resource implications which need factored into the debate:

"Consideration would need to be given to up-skilling current teachers, and training new, as well as ongoing support. Any initiative would need to be delivered in such a way that teachers felt that what they were doing was positive not only to their pupils, but to them as professionals. They would also need to recognise that the initiative was not a bolt-on, not solely extra-curricular, and empowered to deliver accordingly. Any initiative would need to be understood, embraced and actively promoted by decision makers, politicians, local government. Any achievements, no matter how small, need to be celebrated ... otherwise the initiative gets parked off like previous programmes".

All Party Group on International Development

Role for politicians

Politicians in general were seen as critical players in promoting and embedding the Global Dimension, not only as political representatives of communities, but as school Boards of Governors, members of other committees, and importantly as members of communities themselves:

“The NI Assembly, as a body corporate, has a significant role in leading and directing the Global Dimension debate, and in the region's place in the world, and its people as global citizens. There is an important transformational element to this, as leading by example, is often transformational. We need an open debate about what global citizenry means to us as a people, and what type of relationship we wish to have with the developing world - one that is as partners for change and development, or one solely based on aid. These debates will ultimately feed back into our society, and have the transformational potential to bring greater tolerance, which we don't display too often at present”.

A Global Dimension Policy Resource

As well as targeting education, politicians and decision makers, it was suggested that any policy resource should also target key NGOs and community representatives in an attempt to promote wider discussion. It should address the trade community, including Invest NI, NICO, as well as political authorities and churches.

“Content should support and encourage informed debate about the roles we can play in partnering developing communities, as well as considering the relative merits of aid and sustainable assistance - sectoral, thematic, regional and so on”.

Progressive Unionist Party (PUP) of Northern Ireland

Summary of findings ▼

- The PUP view of the Global Dimension is one of an ethos in education that focuses on global rights and responsibilities. It is about making a link between the local and the global. It is about creating global citizens.
- The Global Dimension offers a safe means of exploring issues in a post-conflict society.
- The process of indirectly creating locally responsible citizens by creating global citizens would be a much welcomed consequence of the Global Dimension.
- The PUP has five principles which fit with the concepts of the Global Dimension - equality, mutuality, respect, participative democracy and empowerment.
- Challenges to the effective implementation of the Global Dimension include infusion into the curriculum, implementation in schools, rigid subject boundaries and perceptions that it is an 'add-on'.
- The ITE institutions have a crucial role in supporting teachers and schools in the implementation of the Global Dimension.
- There are significant challenges associated with engaging politicians because of ideological differences amongst parties and in views of the relevance of the Global Dimension. The economic benefits of the Global Dimension should feature as a key selling point of the Global Dimension to politicians.

View of the Global Dimension

The PUP view of the Global Dimension is one of an ethos in education that focuses on global rights and responsibilities. It is about making a link between the local and the global. It is about creating global citizens:

“It is what used to be called Internationalism in a way. To my mind, it's about delivering a perspective in education that develops children as global citizens - rights and responsibilities not only in own communities, but throughout the world. In the school context, it is the teaching of the values of the global citizen, what it means, rights and responsibilities, and the humanising of the world”.

Value of the Global Dimension

The PUP acknowledge that exploring local issues of justice, rights, and transformation are difficult for many in Northern Ireland's post-conflict embryonic state, but that the Global Dimension offers a safe means of exploring

Progressive Unionist Party (PUP) of Northern Ireland

these issues in an external way. By exploring these issues critically in relation to other cultures and communities, the added benefit may be an increased, though albeit indirectly gained, understanding of pressing local issues. The process of indirectly creating locally responsible citizens by creating global citizens would be a much welcomed consequence:

“Many of the community and voluntary groups we work with already have links with similar groups in the Republic of Ireland and Europe ... yet Northern Ireland [remains primarily] inward looking and own-community focused. Any exploration of difference is challenging, particularly within our own communities. In some ways, groups are quicker to explore these issues with communities outside our own. But in [exploring global issues], they develop and begin to understand local issues. The Global Dimension in community and voluntary work can aid conflict transformation and community development here [as well as create critical thinking around global issues]. The point is that Global Dimension is not just a school initiative, it is a community issue ... but we need similar messages within communities, the other place where children are raised”.

Visibility of the Global Dimension within Party Policy/Strategy

The PUP has five principles which fit with the concepts underlying the Global Dimension. In enacting these principles, PUP party activists actively seek to marry the local with the international:

“Our Party has five main principles - equality, mutuality, respect, participative democracy and empowerment. All our policies fit these principles, and these principles apply to global citizenship as well as the local perspective. Our Party activists include community workers, social workers, teachers, and so these principles manifest through their work as well. We work globally, visiting communities, especially those in conflict, post-conflict and engage in peace-building and related work”.

Challenges

The PUP believe the infusion into the curriculum and implementation in schools are real challenges to the effective delivery of Global Dimension. There is a tendency to compartmentalise curriculum delivery within rigid subject boundaries:

“To promote the Global Dimension we have to acknowledge that education is too compartmentalised. The fear would be that the Global Dimension is taught separately, instead of infused through curriculum, classroom and the school The aim should be to broaden perspectives”.

The greatest threat to its effectiveness is the perception that it is nothing more than an ‘add-on’. It was acknowledged that many teachers already feel over-burdened with demands from the curriculum, and that there is a risk that the Global

Progressive Unionist Party (PUP) of Northern Ireland

Dimension may be seen as another initiative. Proving the value of the Global Dimension in teaching and learning would be a very significant challenge:

".... it is necessary to consider that teachers already feel overloaded with demands and curriculum requirements - this may be a barrier to the Global Dimension – they may see it as another box to tick, another round of paperwork".

Support Required

The PUP believe that the ITE institutions have a crucial role in supporting teachers and schools in the implementation of the Global Dimension. Furthermore, teacher buy-in, particularly at the initial teacher training stage is critical, though it is acknowledged that differences in value-sets are bound to make this difficult:

"It would help if the Global Dimension was the underpinning principle in teacher training and the curriculum - the fundamentals, and how it is delivered in teaching practice".

"We need to make sure teachers understand what the Global Dimension is. Also, it will be hard to ensure that the Global Dimension is apparent in teaching, if a teacher doesn't share these principles, so early buy-in is necessary.."

Role for politicians

The PUP believe that are significant challenges associated with engaging politicians, not least because of ideological differences amongst the various parties in Northern Ireland. Furthermore, many see the Global Dimension as lacking relevance, instead preferring a 'very local focus'. Others focus solely on aid effort, whilst others are unfamiliar and perhaps uncomfortable with the whole notion of Global Dimension:

"There will be issues around social justice, human rights, etc. that will highlight ideological differences amongst the parties. In terms of the global, some [parties] adopt a very local NI-focus, 'us and them'. Some politicians have a fundamental problem with the Global Dimension concept and that will be a big barrier to getting them engaged".

"Political advocacy across the political spectrum will be problematic, because of the ideological differences and support for Global Dimension issues. The Global Dimension fits with our Party, but not with all others"

Yet, to promote interest amongst local politicians, the PUP believe it will be necessary to 'sell' the Global Dimension in terms of its economic benefits - the benefits of having a workforce that is globally confident and ready for an increasingly globally competitive market:

"All politicians are interested in growing our economy, in opportunities for the local economy from the global economy - so that is a useful avenue to promote Global Dimension amongst politicians – the focus on preparing the workforce for the global market."

Social Democratic and Labour Party (SDLP) NI

Summary of findings ▼

- The SDLP stated that the Global Dimension in schools is a clear and key part of their International Development Strategy.
- The aim of the SDLP is to promote a strategy for development education that integrates a Global Dimension into the school Curriculum: *"we believe that international development and education should go hand in hand in order to introduce skills that enable young people to combat injustice, prejudice and discrimination"*
- It was the SDLP view that teachers and schools should be provided with adequate training to enable them to introduce the Global Dimension into their teaching: *"our teachers are under pressure under resourced, if Global Dimension in education is to be successful teachers need adequate support, training and resources."*
- The SDLP stated that politicians from across the spectrum of Northern Ireland politics needed to work together to provide strong leadership and to help raise awareness of global issues.
- The SDLP welcomed the production of a resource, stating that stakeholders and policymakers in formal education were best placed to decide upon relevant content.

Value and visibility of the Global Dimension

The SDLP stated that the Global Dimension in schools is a clear and key part of their International Development Strategy, visible in their aims and actions. Similarly, the SDLP 2010 manifesto indicated that the Party favoured:

"demanding learning which, reflects the needs of the modern workforce, is professionally taught and well resourced."

The aim of the SDLP is to promote a strategy for development education that integrates a Global Dimension into the school Curriculum. As such, the SDLP believe that the Party has:

"always been supportive of Global Dimension in schools and continue to be so."

For the SDLP, education in schools should be focused on mainstreaming the thinking on international development into every class and lesson:

"Teachers in all subject areas should introduce a consciousness of global issues into their teaching. Within the revised Curriculum, citizenship education aims to develop the capacity of all young people to participate positively and effectively in society, to influence democratic processes and to make informed and responsible decisions throughout"

Social Democratic and Labour Party (SDLP) NI

their lives as local and global citizens...Education has always been a key priority for the SDLP and we believe that international development and education should go hand in hand in order to introduce skills that enable young people to combat injustice, prejudice and discrimination. We promote the international dimension as a very significant and real part of their learning experience."

The SDLP recognise the importance for young people to be aware of how our actions affect the rest of the planet, and how what happens elsewhere influences our lives at home, school and work:

"We must play our part in tackling those challenges that face the rest of the world: poverty, injustice and inequality, free and fair trade, climate change, global warming and sustainable energy development"

Support required

It was the SDLP view that teachers and schools should be provided with adequate training to enable them to introduce the Global Dimension into and across all lessons they teach:

"Teachers and schools need to be confident and well prepared, they need to have access to the necessary resources and technology to facilitate the teaching of a Global Dimension."

Roles for politicians and other agencies

The SDLP understood that there are significant challenges associated with engaging politicians, not least because of ideological differences amongst the various parties. It was also their belief that politicians from across the spectrum of Northern Ireland politics, needed to work together to provide strong leadership and to help raise awareness of global issues. The Party also highlighted its own responsibilities and ongoing support of the Global Dimension Initiative:

"[The] SDLP [Education] Spokesperson will continue to promote the Global Dimension in schools, raise the issue at the Education Committee and on the floor of the Assembly. Promoting the development of language skills is a practical measure that our politicians can take".

The SDLP stated that:

"Organisations that carry out charitable work in the developing world should be invited into schools to encourage and facilitate young people to take time out to help those in the developing world and bring home enthusiasm and inspiration for these projects."

Social Democratic and Labour Party (SDLP) NI

"Schools should work with organisations such as Plan-ed, VSO, DCSF Global Gateway, Share your world and BBC World Class to secure international collaboration with other schools. Twinning and linking up with other schools provides the opportunity to find out information about different countries, cultures and climates and promotes real Global Dimension in the classroom."

Challenges

Challenges identified included implementation in schools, and the danger that the Global Dimension would be regarded by schools as an 'add-on' which might not sit naturally in current teaching and learning. It was acknowledged that many teachers already feel over-burdened with demands from the curriculum, and that:

"..our teachers are under pressure under resourced, if Global Dimension in education is to be successful teachers need adequate support, training and resources."

The Party acknowledged that in emerging from our own conflict, Northern Ireland drew upon the support and guidance of many nations globally. Consequently, the Party believed that, as a nation, we had an obligation to assist others attempting to emerge from conflict. In order to best assist others on a global stage, it would be necessary to ensure and develop our own global competence and readiness:

"Northern Ireland has come through a significant period of conflict, during which we received a lot of help from the rest of the world — the nations of the European Union; eminent statesmen and influential figures from the United States, Australia, New Zealand, Canada and other places; and bodies such as the International Fund for Ireland, which supported us financially, came to our moral and material aid when we were mired in a seemingly intractable and insoluble impasse. Subsequently, we have a lot to offer other countries which face similar seemingly 'intractable problems' even more than that we have an obligation to help others in need just as the same way we received help. Northern Ireland is uniquely placed, because of our background to effectively support the Global Dimension agenda, both locally and internationally."

A Global Dimension Policy Resource

The SDLP welcomed the production of a resource, though stated that:

"Global Dimension in schools is a key part of our international development strategy but the SDLP believe that educationalists would be best placed to give advice as to the policy resource for a Global Dimension in schools in line with the Northern Ireland Curriculum."



recommendations

“

"We must be the change we want to see in the world"

”

Mohandas Karamchand Gandhi

recommendations

action points

A number of key actions emerge from the data, including the need for:

- an agreed and shared understanding of, and clear direction for the Global Dimension initiative in Northern Ireland;
- a reaffirmed commitment to, and increased awareness of the Global Dimension, to signal its value and presence of the Global Dimension in the Curriculum;
- a genuine strategic presence, through the development of a Global Dimension implementation strategy;
- a greater capacity building, strengthening of existing networks, and sharing of good practice for effective delivery of the Global Dimension; and
- provision of a practical and flexible programmes of professional development.

These actions necessitate the establishment of a Global Dimension Strategy Working Group to oversee and coordinate their successful completion.

Key legislative and policy stakeholders, including the Department of Education, CCEA, the General Teaching Council NI, Teaching Unions, Regional Training Unit for Northern Ireland and ITE sector, need to explicitly articulate their continued support for the Global Dimension, ensuring its status within the Curriculum and increased visibility within policy and support materials. There is a pressing need to make explicit to all stakeholders the place of Global Dimension issues within the Curriculum, highlighting opportunities within teaching and learning, and supporting teachers / schools in effective delivery.

Additionally, in order to maintain a genuine strategic presence and to oversee strategic development, these stakeholders should agree to participate in a Global Dimension Strategy Working Group, identifying at least one key representative to contribute to the Group. Commitment to this Group should be sustained and meaningful. What is important from the outset is a concerted, strategically driven, multi-agency approach.

The remit and goals of this Working Group should be formalised by all members, within an agreed short-term timeframe from its establishment, but should ideally ensure:

- a common understanding of the Global Dimension in Northern Ireland** is articulated for all stakeholders: agreement regarding the aim, definition, nature and scope of the Global Dimension in the Northern Ireland curriculum context; agreement of a shared, accessible 'common language', from which achievable, measurable outputs and outcomes can be generated;
- capacity building** and strengthening of existing Global Dimension networks;
- development of a Global Dimension Implementation Strategy**, with an initial and immediate focus upon a coordinated awareness raising strategy. An effective awareness raising programme is underpinned by an equally sound strategy, and is key to the acceptance and embedding of the Global Dimension initiative. The GDSNI cannot perform any of the tasks of awareness raising and implementation of the Global Dimension on its own. The success of awareness-raising activities depends on the ability to establish productive relationships with experienced and professional partners, all of whom are committed to ensuring the successful embedding of the Global Dimension. This strategy should clearly define key messages for all stakeholders; create a self-sustaining community of 'champions' who will then build capacity amongst local stakeholders to raise regional awareness; and explore appropriate awareness-raising methodologies and activities. The effect of any awareness-raising activities will be enhanced if all components of the campaign are aligned, underpinning

recommendations

the same message. (As such, actions listed under points a and b are pre-requisite in ensuring an appropriate level of coordination and consistency of approach for communication of awareness-raising information);

- d) **Research and Development work:** for example, (a) identify development work which can be undertaken around the conceptual framework for the Global Dimension to encourage a deeper understanding for all users. The framework within the Australian 'Global Perspectives' resource might be considered as a useful model to steer the direction of this thinking; (b) engage in further consultation work with local political parties and teacher unions to gauge their attitudes towards and familiarity with the Global Dimension. Determining their views and experiences of and promoting the benefits of the Global Dimension in education is critical; (c) explore the viability of longitudinal research examining the learning attitudes and beliefs of pupils exposed to more globally orientated learning experiences; (d) consider what appropriate action to take on extant and forthcoming research recommendations, for example those suggested by Niens & Reilly (2010);
- e) **cross-sectoral input in the development of a policy framework** favourable to the Global Dimension; and
- f) **exploration of options and best practice with regards to maintaining credible and flexible training programmes.** The commitment to and status of the Global Dimension needs to be reflected in training and development opportunities, including the refinement of support materials for beginning teachers.

Greater capacity building for effective delivery of the Global Dimension among stakeholders.

- It is suggested that the ITE sector formally articulate its commitment to continuing collaborative work and capacity building within the HEIs, utilising the Strategy Working Group. Consideration should be given to the provision of appropriate support materials;
- Education and Library Board CASS, with direction from the Strategy Working Group, should support schools in carrying out their own action research with a focus on the Global Dimension as part of the current and ongoing monitoring and evaluation of the revised NI Curriculum;
- The Regional Training Unit for Northern Ireland (RTU) should take the lead role, with support of the Working Group, to develop capacity for, and raise awareness of, the Global Dimension amongst school leaders. Consideration should be given to the development of accessible support materials specifically for school leaders.
- All key stakeholders within the Working Group (e.g. ITE sector representatives, ELB CASS, RTU and the General Teaching Council NI) to formally support and actively promote meaningful dialogue around teaching within a Global Dimension, linked to the relevant professional competences embodied within 'Teaching: The Reflective Profession' for early professional development and beyond.

Training provided to support the launch of new curriculum materials to ensure maximum impact, usage and value for money

- The Strategy Working Group should consider provision of a practical programme of professional development for teachers and other stakeholders, such as ITE, CASS, and ETINI in order to support the delivery of Global Dimension resources, such as the CCEA Thematic Units for the Global Dimension. Those stakeholders with a remit / expertise for training and development should take a lead role in the development and rolling out of the programme.

recommendations

action points

Increased opportunities are created for greater networking and sharing of good practice between teachers and schools.

- Greater use should be made of peer educators in practical INSET programmes on the Global Dimension for teachers to share ideas and demonstrate, for example, what works, what does not, how to handle the complex issues, what benefits can be gained.
- More opportunities should be provided for sharing good practice in teaching within a Global Dimension using a blend of approaches and technology, e.g. face-to-face celebration events; the publication of good practice case studies for Northern Ireland schools; online networking, discussion and collaboration within the C2K virtual learning environment (VLE) 'Learning NI'.
- Further opportunities for online networking, discussion and collaboration could be provided by the development of a Global Dimension policy resource web site / portal, that could draw together relevant policy, practice and related materials, and offer a place for combined response, discussion, and debate.
- The Strategy Working Group should explore these options within the development of the Global Dimension Implementation Strategy generally, and the Awareness Raising Strategy specifically.

A Global Dimension resource map is created for stakeholders.

- An action group should be drawn from key stakeholder groups to conduct a mapping exercise to capture the plethora of existing awards, schemes and professional development tools which help support the Global Dimension in education. The resource map should be accessible and of use to all stakeholders; it should help users to navigate their way through the conceptual framework and in turn target resources more effectively, particularly in areas where gaps exist. Stakeholders with training and development remits should take the lead in this exercise.

Appropriate steps are taken to signal the value of the Global Dimension in education to all stakeholders.

In addition to the suggested actions above, the Strategy Working Group should:

- give consideration to the outcomes of the 2010 Department of Education consultation on School Development Planning and the possible implications of and opportunities created by these outcomes for the Global Dimension in Northern Ireland schools;
- give further consideration is given to the Department of Education survey report on Global Citizenship and the Global Dimension in schools to examine the state of play at that point in time of its completion; and
- invite the Department of Education, through its presence on the Strategy Working Group, to take a lead role in these deliberations.

case studies

“

Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.”

Maastricht Declaration 2002

Global Education Models

Other Models

To inform the thinking and development of a locally-owned policy to support the Global Dimension in education for Northern Ireland, a number of models for promoting global education from other national and international contexts are now presented for consideration.

These models are offered to highlight how other countries have approached and infused global education into education systems. In considering each model, it must be noted that each reflect unique, and sometimes very different social, political and economic contexts. The contexts considered in detail are Wales, Australia and Finland. Links are provided to a number of other European models.

The Welsh example describes a multi-sector, strategic approach that positions the Global Dimension within the overarching themes of Education for Sustainable Development and Global Citizenship.

The Australian model provides an example of how the concepts underpinning the Global Dimension can be developed to synthesise theory into practice and provide practical, accessible guidance for stakeholders.

Recognising the key role of teachers in social transformation, the Finnish model examines an Initial Teacher Educator programme designed to promote a Global Dimension for newly qualified *global* educators.

Case study: Wales

The Welsh Context

A review of the Welsh Curriculum and assessment requirements was carried out in 2004. The aim of the review was “to establish a curriculum for the 21st century that meets the needs of learners whilst taking account of the broader needs of Wales” (ACCAC, 2004, page 3). The revised Welsh Curriculum for Key Stages 1, 2 and 3, implemented in 2008 (Key Stage 4 was implemented in 2009), now has as one of its central aims

“[to] support Government policy including bilingualism, Curriculum Cymreig/Wales, Europe and the World (WEW), equal opportunities.... education for sustainable development and global citizenship....” (Welsh Assembly Government, 2008a, page 3).

Among the revisions that took place with subjects and framework content was an increased focus on active citizenship as one of the themes of PSE, as well as a focus on sustainable development and global citizenship in PSE, geography and science (ibid). This represented an important commitment from the Welsh Assembly Government (WAG), also a devolved government, to the inclusion of the Global Dimension in education.

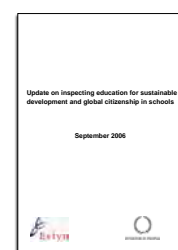
What should be noted, however, is the context for this level of commitment within educational policy in Wales. By the time of the review, Estyn, the Inspectorate for Education and Training in Wales, had already introduced a requirement for all school inspection reports to include comments on education for sustainable development and global citizenship (ESDGC). This was supported by the publication of guidance to inspectors on how to inspect ESDGC in schools (Estyn, 2006). The guidance, revised in 2006 to take account of a baseline survey of ESDGC delivery in Wales, described the scope of the evidence expected in schools in terms of:

1. Curriculum coverage;
2. Learner awareness, understanding, skills and value;
3. Learner behaviour;
4. Institutional policies and practices.



Making the most of learning - Implementing the revised curriculum, (2008). Dept. for Children, Education, Lifelong Learning and Skills. Welsh Assembly Government. Ref: AC/GM/0836

Audience: maintained schools in Wales; Institutions for Teacher Education and Training; LEAs; Unions; national bodies in Wales and others with an interest in education. Overview: this document provides guidance on how best to implement the revised curriculum from September 2008 onwards. **Download:** [http://wales.gov.uk/dcells/publications/curriculum_and_assessment/arevisedcurriculumforwales/nationalcurriculum/makingthemostoflearningnc/Making_Standard_WEB_\(E\).pdf](http://wales.gov.uk/dcells/publications/curriculum_and_assessment/arevisedcurriculumforwales/nationalcurriculum/makingthemostoflearningnc/Making_Standard_WEB_(E).pdf)



Update on inspecting education for sustainable development and global citizenship in schools (Estyn, 2006).

The purpose of Estyn is to inspect quality and standards in education and training in Wales. This guide, aimed at school inspectors, provides further guidance on inspecting and reporting on ESD and global citizenship. **Online:** www.estyn.gov.uk/publications/Update_on_inspecting_education_for_sustainable_development_and_global_citizenship_in_schools_2006.pdf

practice models

Case study: Wales

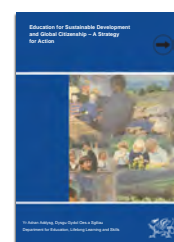
The Education for Sustainable Development and Global Citizenship Strategy

A significant move forward for the global agenda in Wales was the publication of the action plan 'Education for Sustainable Development and Global Citizenship – A Strategy for Action' (DELLS) by the WAG in 2006. This action plan was aimed at the five sectors within Education and Lifelong Learning - schools, youth, Further Education and Work Based Learning, Higher Education and Adult and Continuing Education. The plan addressed the following areas within each sector:

1. Commitment and Leadership;
2. Teaching and Learning;
3. Institutional Management;
4. Partnerships;
5. Research and Monitoring;
6. Resourcing.

Clear actions associated with each sector under each common area were outlined. The main recommendation affecting all five sectors was the requirement for an evaluation of the *state of play* to be carried out in each sector in order to establish a baseline against which any progress can be measured (thus the baseline survey carried out by Estyn in 2006, for example). To support this further, the development of a common standard or 'quality mark' for ESDGC was also recommended to provide a basis for identification and dissemination of any good practice that existed - "an active part of the strategy is to share with and learn from others" (ibid, p6). The key areas of focus for development for all sectors were reported as training, resourcing and mainstreaming.

As part of the government commitment to ESDGC, an ESDGC champion for Wales was appointed in December 2006. This signalled the move to a more proactive approach to driving the recommendations of the action plan forward.



Education for Sustainable Development & Global Citizenship. A Strategy for Action. DElls Information Document No: 017-06 (Sept. 2006). Department for Children, Education, Lifelong

Learning and Skills. Welsh Assembly Government. This document is derived from the results of a recent consultation on Education for Sustainable Development and Global Citizenship and was intended to highlight actions that would drive the agenda forward over the proceeding 3 years. **Online:** www.esd-wales.org.uk/english/ESDreports/pdf/AP_E.pdf

Evaluation of the Global Dimension (Wales)

The Welsh Assembly Government and the Curriculum and Schools Inspectorate Authorities (Accac and Estyn respectively) support inclusion of a Global Dimension within teaching. In the document Education for Sustainable Development and Global Citizenship Estyn produced guidelines for inspecting and evaluating ESDGC. **Download from:** http://new.wales.gov.uk/topics/educationandskills/publications/guidance/Education_sustainable_global.

Case study: Wales

The identification of local champions was also recommended for major institutions in statutory and non-statutory sectors to act as a conduit for information and focal point for ESDGC links and developments within and between organisations.

A number of recommendations for action was made for each sector, but for the school sector specifically, the most significant of these recommendations were:

- greater support mechanisms and coherent links between LEA advisers, officers and schools;
- incorporation of ESDGC within headship qualifications;
- the inclusion of ESDGC within support and guidance materials for the revised Welsh curriculum;
- the review of support and guidance publications for Newly Qualified Teachers, Beginning Teachers and Continuing Professional Development to ensure inclusion of ESDGC;
- inclusion of ESDGC in induction standards for Newly Qualified Teachers; and
- the embedding of ESDGC and community links in School Development Plans.

In addition, a further practical recommendation of the action plan was for work to be undertaken to develop

"a clear set of criteria that illustrate what constitutes a whole-school approach to ESDGC, a 'map' showing where existing schemes and awards support this vision and a method of recognising and rewarding excellence in ESDGC" (page 10).

It was intended that this map would be of use to other stakeholders such as the broad range of NGOs that offer support and training to schools. A clear set of criteria could provide clarity about what ESDGC is and could help other users, such as NGOs, to map services against the criteria to target resources and support more effectively. Schools could then, in turn, target organisations that offer the support and resources required to meet their individual needs. The launch of 'A Common Understanding for Schools' in 2008 (DCELLS) also addressed the need for a shared

Global Citizenship Secondary School Map - Education for Sustainable Development and Global Citizenship. National Assembly for Wales Circular No: 11/2005. Date of Issue: 5 May 2005. Audience: Head and Subject teachers in Maintained Secondary Schools; Local Education Authorities; and Voluntary sector and other agencies involved in support for Education for Global Citizenship in secondary schools. The document looks at all the main curriculum areas for Key Stage 3 and a range of courses that pupils follow at Key Stage 4 and post 16. **Online:** http://wales.gov.uk/docrepos/40382/4038232/4038211/Guidance_and_Information/global-citizenship-e.pdf



Education for Sustainable Development & Global Citizenship. A Common Understanding for Schools. Department for Children, Education, Lifelong Learning and Skills, Welsh Assembly Government. Information document No: 065/2008 (2008).

This is an information document to aid delivery of ESDGC in schools. The 'Themes' identified in the 'Common Understanding' cover the range of ESDGC and support the delivery of statutory Subject Orders, relevant frameworks, other relevant non-statutory frameworks and the 14-19 Learning Core. **Online:** [www.esd-wales.org.uk/english/school_sector/downloads/ESDGC%20common%20\(e\).pdf](http://www.esd-wales.org.uk/english/school_sector/downloads/ESDGC%20common%20(e).pdf)

practice models

Case study: Wales

understanding of the content and scope of ESDGC and to 'demystify' some of the issues and developments in this field. The Common Understanding resource approached learning and teaching through seven interconnected themes: identity and culture; choices and decisions; consumption and waste; health; climate change; wealth and poverty; the natural environment. Quite importantly, the document also defined clearly what ESDGC is, but also what it is not, i.e. it is *not* a separate subject, a set of discrete concepts, confined to the classroom or the responsibility of just one teacher in a school.

Learning from Wales

The steps taken by the Welsh Assembly Government have taken place within a devolved context to build a locally-owned strategy. It is notable that the strategic action plan has linked ESD with Global Citizenship and incorporated the Global Dimension into this. One of the key drivers for the implementation of the Welsh multi-sector strategy was the lead taken by the WAG and the ESDGC champion.

The requirement for ESDGC to be inspected by Estyn is also significant in ensuring the embedding of ESDGC in learning and teaching. Evidence of the implementation of the ESDGC recommendations has been real and visible in Estyn's baseline survey, in the launch of '*A Common Understanding for Schools*' (DCELLS, 2008), in the development of the 'map' of schemes and awards to recognise and reward excellence in ESDGC and in the support document '*ESDGC Information for trainee teachers and new teachers in Wales*' (WAG, 2008).

This has been achieved within the three year time period specified by the strategy action plan and has given a clear signal to stakeholders in all sectors within Education and Lifelong Learning of the value of ESDGC and the Global Dimension in Wales.



Education for Sustainable Development and Global Citizenship. Information for teacher trainees and new teachers in Wales. Information document No: 066/2008 (2008). Department

for Children, Education, Lifelong Learning and Skills, Welsh Assembly Government. This is an information document to aid delivery of ESDGC in schools. This document sets out to clarify the Welsh QTS standards relating to ESDGC. **Online:** [www.esd-wales.org.uk/english/higher_ed/downloads/ESDGC%20teacher%20trainees%20\(e\).pdf](http://www.esd-wales.org.uk/english/higher_ed/downloads/ESDGC%20teacher%20trainees%20(e).pdf)

Some Welsh resources

Cyfanfyd. Cyfanfyd is a national membership organisation working to promote education for sustainable development and global citizenship (ESDGC) in Wales. Cyfanfyd support organisations working in all fields of education helping them to incorporate a Global Dimension into their work.

Visit: www.cyfanfyd.org.uk/Cover.html

Powys Environment and Development Education Centre. "PEDEC has been established to advance the education of the public in subjects concerned with the knowledge and understanding, skills, attitudes and values that enable people to become aware of issues related to development, environment and sustainability."

Visit: <http://www.pedec.org.uk/>

The World Education Centre (WEC) is a Development Education Centre based at Bangor University. WEC offer an advice, consultancy and team-teaching service to primary and secondary teachers and teacher trainees. WEC also work in Higher and Further Education to promote the Global Dimension and sustainable development.

Visit: <http://addysgbyd.bangor.ac.uk/index.php.en?menu=0&catid=0>

Case study: Australia

The Australian Context

In Australia, educational policy is operated on an individual state and territory basis, whereby each state/territory has developed its own curriculum framework in line with national goals. These national goals provide broad directions to guide schools and education authorities in obtaining learning outcomes. The drive for the Global Dimension in education in Australia comes from a commitment at a national level which impacts on all schools. In 1999 the Adelaide Declaration on National Goals for Schooling in the Twentieth-First Century stated that

“schooling should assist young Australians to become active, involved citizens who can make sense of their world” (ibid, page 3).

The Global Dimension is directed through the global education agenda, which is seen to promote

“open-mindedness leading to new thinking about the world and a predisposition to take action for change” (Curriculum Corporation, 2008, page 2).

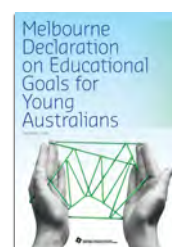
Global education is considered to have relevance in all learning areas, with an emphasis on not only the development of knowledge and skills but also on the promotion of positive values and participation across the curriculum.

The Global Perspectives Framework

Following extensive planning and consultation, the AusAid-funded *Global Perspectives: A statement of global education for Australian schools* was published in 2002. This statement was intended to

“clarify the goals, rationale, emphases and processes of global education and to serve as a resource – a philosophical reference point – for all Australian teachers and students” (ibid, page 2).

The subsequent publication of *Global Perspectives: A framework for global*



The Adelaide Declaration on National Goals for Schooling in the Twentieth-First Century: www.curriculum.edu.au/mceetya/nationalgoals/index.htm.

The Melbourne Declaration on Educational Goals for Young Australians (2008) now supersedes the Adelaide Declaration and is available online: www.curriculum.edu.au/verve/_resources/National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf



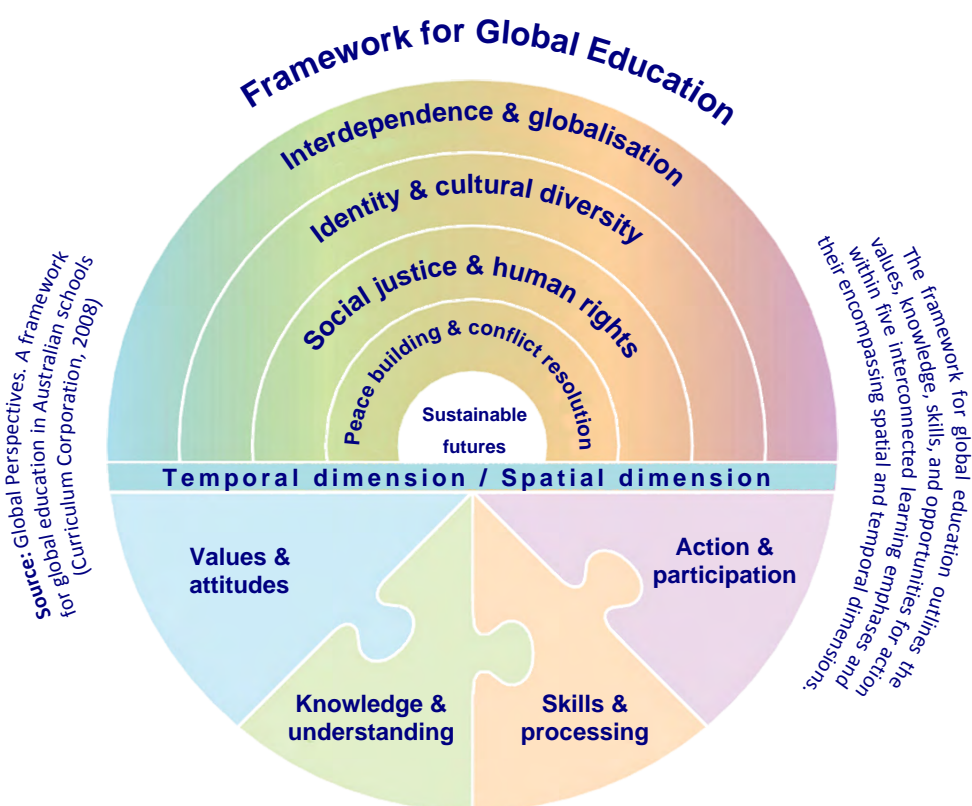
Global Perspectives: A statement on global education for Australian schools, Published by Curriculum Corporation (2008). First published in 2002. Its purpose was to clarify the goals, rationale, emphases and processes of global education and to serve as a resource for teachers and students. **Online:** www.asiaeducation.edu.au/verve/_resources/global_perspectives_statement.pdf

practice models

Case study: Australia

education in Australian schools has gone further in making global education more accessible to teachers and curriculum planners. This resource provides a framework for global education, recommendations for integration across the curriculum, advice for teachers and school leaders on implementation at a school level, as well as professional development advice for teachers, coordinators and school leaders.

The Australian framework is based on five learning emphases, which are similar to the 8 Key Concepts of the Global Dimension in the UK (see to right). Each learning emphasis in the framework has been developed to include a spatial and a temporal dimension to be taken into account when teaching within a global perspective. The assertion is that by exploring the five interconnected learning emphases within their spatial and temporal dimensions, students will have opportunities to develop the knowledge, skills, values and capacity for action as global citizens (refer to figure). In this way, this conceptual framework provides a challenging but interesting example of a model underpinned by a sound theoretical base. To ensure that the framework is accessible, further detailed guidance on each of the five learning emphases and examples of learning opportunities associated with these are provided for teachers.



Building a framework for global education: Australia

There are **five learning emphases** which reflect recurring themes in global education.

- **Interdependence and globalisation:** an understanding of the complex social, economic and political links between people and the impact that changes have on others.
- **Identity and cultural diversity:** an understanding of self and one's own culture, and being open to the cultures of others.
- **Social justice and human rights:** an understanding of the impact of inequality and discrimination, the importance of standing up for our own rights and our responsibility to respect the rights of others.
- **Peace building and conflict resolution:** an understanding of the importance of building and maintaining positive and trusting relationships and ways conflict can be prevented or peacefully resolved.
- **Sustainable futures:** an understanding of the ways in which we can meet our current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their own needs.

In addition, each learning emphases has a spatial as well as a temporal dimension which teachers need to take into account when teaching with a global perspective.

- **Spatial dimension:** overlapping local and global; social and natural communities which describe interdependence, influence identity and ability to make change.²
- **Temporal dimension:** connections between the past, present and future in the dynamic and changing world which influences identity and interdependence of people and their ability to respond to global issues.³

By exploring the learning emphases and dimensions of global education, students will be provided with opportunities to develop the values, knowledge, skills and capacity for action to become good global citizens.

2, 3 Richardson, Robin 1976, *Learning for Change in World Society: reflections, activities and resources*, World Studies Project, London.

Excerpt from: Global Perspectives: A statement on global education for Australian schools, (page 5).

Case study: Australia

Further advice in the resource on the implementation of global education in schools provides essential guidance to teachers and school leaders about teaching and learning, highlighting the need for careful reflection on the methodology used and possible opportunities for teacher professional development around pedagogy. Although not in great detail, the framework document also acknowledges the benefits to be gained by collaborative action with the local and broader community, an approach also welcomed by advocates of the Global Dimension in the UK.

A significant feature of the Global Perspectives framework is the inclusion of the factors most likely to support *positive change* in a school, recognising that effective global education is more than a curriculum issue, '*it requires the involvement of the whole school*' (ibid, page 25). As such, the factors listed provide a useful check-list for schools to plan and monitor the effectiveness of the implementation of global education within their own learning context.

Learning from Australia

Australia presents a very different context for any comparative analysis in education. There is a clear commitment to global education at a national level, made visible in its national educational goals and in subsequent resources for schools, most notably '*Global Perspectives*'.

A particular strength of this resource is the development of a more comprehensive conceptual framework to include a spatial and temporal dimension to enable the acquisition and development of the knowledge, skills, values and capacity for action and participation. In addition, the real examples given for primary and secondary are a valuable and practical way of synthesizing the theoretical framework into practice and making it real and attainable for teachers.

Some Australian resources

- **Global Education (Australia).** Web site providing a variety of teacher resources supporting the integration of a global perspective across the curriculum. **Online:** www.globaleducation.edna.edu.au
- **Queensland Global Learning Centre** www.glc.edu.au
- **South Australia Global Education Centre:** www.global-education.asn.au/
- **Western Australia One World Centre:** www.oneworldcentre.org.au/
- **Stir Your World! (Stir):** Australian Youth Activists web site. Information and stories on poverty, Art4Aid, Scratch the Debt, Child Soldiers, Child labour, HIV / AIDS, Trade Justice, Fair Trade, East Timor, and Child trafficking. Vision Generation is associated with World Vision Australia. **Visit:** <http://stir.org.au/stir/Default.aspx>

Case study: Finland

The Finnish Context

Finland has ranked among the best in all domains assessed in the Programme for International Student Assessment (PISA) in 2000, 2003 and 2006. Its uniformly high-quality education system has been cited in a number of evaluations as one of the key factors in its success internationally (Aho et al, 2006 in Räsänen, 2009). The programme for teacher education provided at one Finnish university provides an important model of early professional development for global educators.

The national core curriculum in Finland was introduced for secondary in 2003 and for primary in 2004. Within the core is a clear recognition of the multicultural nature of Finnish society. This diversity is viewed as a 'richness' rather than a burden or expense when organising education (Räsänen, 2009). Like the Northern Ireland Curriculum, the core curriculum is connected by a number of cross-curricular themes related to development issues and global learning, which must also be visible in the culture and ethos of the school (Lindroos and Loukola, 2006). The learning culture and methods encouraged are those that must

“support the pupil's development as an independent, goal-conscious, cooperative and engaged citizen ...” (National Board of Education, 2004, from Räsänen, 2009, page 27).

Education for sustainable development is included in the core curriculum for primary and secondary education. It is essential, therefore, that teachers in Finland have the knowledge, skills and capacity to support this curriculum. While the core curricula have played a significant role in providing a framework for the Global Dimension in teaching, there is also a clear commitment at national government level to the global education agenda. Sustainable development, for example, is a key thematic area in government policy documents, and in 2006, Finland led the way in Europe with the launch of a national action plan for the UN Decade of Education for Sustainable Development (2005 to 2014).

In 2007, the Ministry of Education launched the 'Education for Global Responsibility Project' intended to provide a conceptual framework for a national strategy involving all sectors in Finnish society, education and others, government and non-government.

Reports produced by participating countries - PISA 2000 - 2009.

- **Year 2000:** www.pisa.oecd.org/pages/0,3417,en_32252351_32236310_1_1_1_1_1_1,00.html
- **Year 2003:** www.pisa.oecd.org/pages/0,3417,en_32252351_32236331_1_1_1_1_1_1,00.html
- **Year 2006:** www.pisa.oecd.org/pages/0,3417,en_32252351_32236342_1_1_1_1_1_1,00.html
- **Year 2009:** www.pisa.oecd.org/pages/0,3417,en_32252351_39759734_1_1_1_1_1_1,00.html

Aho, E., Pitkänen, K., and Sahlberg P., (2006). Policy Development and reform principles of basic and secondary education in Finland since 1968, in Räsänen, R. (2009) Transformative Global Education and Learning in Teacher Education in Finland, pp25-40 in International Journal of Development Education and Global Learning, Volume 11, Number 2, Edited by Douglas Bourn, Trentham Books Ltd., Stoke-on-Trent.

Lindroos, K. & Loukola, M.L. (2006). Education for sustainable development towards responsible global citizenship. Policy and Practice - A Development Education Review, issue 3: Global Citizenship. Online: www.developmenteducationreview.com/issue3-focus6

More about the Education for Global Responsibility Project: http://www.minedu.fi/OPM/Julkaisut/2009/Tulevaisuus_meissa.html?lang=en

Case study: Finland

The role of the universities and specifically teacher education has been highlighted within the project as having particular significance. Melen-Passo, project leader, has stated

“universities in Finland have an important role not only in relation to other sectors of education but also to the development of society as a whole” (Melen-Passo, 2007 in Räsänen, 2009, Page 29).

Initial Teacher Education for Global Educators

At Oulu University, an experimental five year teacher education programme was developed in 1995 focusing on increased ethical sensitivity, intercultural competences and global awareness, based on critical pedagogy, intercultural education and global ethics. The aim of the experiment was to consider “how education could play a transformative role for sustainable and fair development” (ibid, page 33).

In terms of programme structure, one third is similar to other teacher education programmes, one third involves courses with the same title but a different focus, and one third is specifically designed for the MEd International Programme students and includes specialised courses dealing with intercultural education, comparative education, education and development, and global education.

Students are required to gain experience of a range of pedagogical cultures and contexts and, in addition to completing their teaching practice at a *practice school* attached to the Department of Education, they must also work in rural and urban schools, refugee centres and international schools in Finland and abroad. The programme also requires comparative study visits to Russia and other European countries.

Evaluations from the programme suggest students have been provided with specific skills in global education, as needed to support the “gradual holistic transitions”

Kaivola T. & Melén-Paaso, M. (ed), (2007). *Education for Global Responsibility - Finnish Perspectives*. Publications of the Ministry of Education 2007:31. Helsinki University Press. **Online:** www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/opm31.pdf?lang=en

Melén-Paaso, M. 2007. The Paradigm of Sustainable Development and Education – Reflections on the Past and on the Future. In Teoksessa T. Kaivola & L. Rohweder (eds.) *Towards Sustainable Development in Higher Education – Reflections*. Publications of the Ministry of Education 2007:6. Helsinki University Press, 111-114.

practice models

Case study: Finland

(*ibid*, page 35) in schools and teacher education. Students have also stated that they have acquired an increased intercultural sensitivity and global awareness that, by their own recognition, is “a long and never-ending process” (*ibid*, page 36).

In addition, as a result of the experience, students were also able to identify the conditions or prerequisites which were favourable for transformative learning, such as those relating to learning environments, content and relationships with tutors and mentors. Equally, student criticisms of the programme did relate to the tight and inflexible schedules which are common to ITE programmes, and the Western focus in knowledge construction.

Learning from Finland

The example of Initial Teacher Education at Oulu University demonstrates the possibilities there are for the promotion of the Global Dimension within initial teacher education and early professional development. The value of high quality teacher education in promoting active citizenship and global responsibility has been well documented in the literature (for example, Bennett, 1995; Noel, 1995; Nieto, 1996). As Räsänen (2009) writes,

“multicultural societies need educators who are sensitive to culture, who have intercultural competences, who are aware of ethnocentrisms, biases and power structures and are not afraid of tackling violence, inequity and injustice” (page 32).

However, pre-service teacher education programmes cannot achieve this in isolation - the transformation process also relies on schools and school leaders being receptive to a global approach, and a willingness to provide support for teachers in the practical implementation of their philosophies. This support is also required from those providing continuing professional development and from the wider policy context.

Some Finnish resources

- **Global Education Centre (Finland)** provides global education professional development and resources to in-service and also pre-service teachers. **Online:** www.peda.net/veraja/educode/globaali/english
- **National strategy** available in English: www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/opm12.pdf?lang=fi
- **Global education 2010. Publications of the Ministry of Education, (2007):** The Global Education Committee was set up to draft a proposal for an international education action programme, based on recommendations put forward by the North-South Centre of the Council of Europe in its review of global education in Finland. The report is composed of two parts: the first sets out the strategic objectives and the measures needed to realise them; the second part presents various considerations in the implementation of global education derived from the committee members' writings, statements requested from experts, national and international documents, and relevant literature **online:** www.minedu.fi/export/sites/default/OPM/Julkaisut/2007/liitteet/opm12.pdf?lang=fi
- **Finnish National Board of Education** is the national agency subordinate to the Ministry of Education. FNBE is responsible for drawing up the national core curricula for basic and general upper secondary education and the framework for vocational qualifications and competence-based qualifications. **Visit:** www.oph.fi/english.
- **Ministry of Education and Culture. Visit:** www.minedu.fi/OPM/?lang=en

Global Education in other European countries

In 2002 the Maastricht Declaration identified the desirability of developing a system of peer review for Global Education in Europe. Following a 2003 feasibility study, the European Global Education Peer Review Process was established to increase and improve the provision of Global Education in Europe. The European Global Education Peer Review Process has, since late 2005, been facilitated by GENE, through its secretariat.

The key aim of the Europe-wide process is to increase and improve support for, access to, and the impact of Global Education in European countries. National Reports, and the peer review processes leading to them, act as both a tool to enhance quality and impact nationally, and a mechanism for international comparative analysis, benchmarking, and policymaking.

To date six National Reports have been published: Cyprus, Finland, Austria, Czech Republic, Netherlands, and the latest national report (2010), Poland. A summary Observations and Recommendations document is available for Norway, with the full national report available in the near future.

Belgium, Germany, Ireland and Portugal have indicated interest in and commitment to forthcoming reviews. GENE indicate that there will also be a number of follow-up learning processes undertaken, concerning some of the previous Peer Reviews.



Reports online: www.gene.eu/peer-reviews.html

- **Austria:**

www.gene.eu/images/peer_reviews/GE_PRP_Austria_report.pdf

- **Cyprus:**

www.gene.eu/images/peer_reviews/GE_PRP_Cyprus_report.pdf

- **Czech Republic:**

www.gene.eu/images/peer_reviews/GE_PRP_Czech_report.pdf

- **Finland:**

www.gene.eu/images/peer_reviews/GE_PRP_Finland_report.pdf

- **Netherlands:**

www.gene.eu/images/peer_reviews/GE_PRP_The-Netherlands_report.pdf

- **Norway (summary):**

www.gene.eu/images/peer_reviews/GENE_summary_observations_recommendations_Norway.pdf

- **Poland:**

www.gene.eu/images/peer_reviews/GE_PRP_Poland_report.pdf

O'Loughlin, E. & Wegimont, L. (ed., 2007). **Global Education, public awareness-raising and campaigning on development issues: an overview of evaluation practice and policy. Background Workshop Paper. German Ministry for Economic Co-operation and Development (BMZ) and the OECD Development Centre.** This paper brings together a number of summaries, project reports and overviews of evaluation and quality enhancement initiatives in the fields of global and development education, public awareness raising and campaigning on development issues.

See specifically: Hartmeyer, H. & Löber, P. Section 2, pages 10-18: Evaluating Global Education in a number of European countries – some case studies. O'Loughlin, E. & Wegimont, L. Section 3, pages 19-28: Evaluating Global and Development Education at a European level.

Online: www.oecd.org/dataoecd/43/59/38405962.pdf

The Global Dimension in action: additional case studies

There are numerous examples of the successful and effective implementation of the Global Dimension in schools throughout the UK. A number of resources are currently available for schools to demonstrate the range of approaches taken by schools to embed the Global Dimension at varying levels of engagement.

This section provides selected links to sources that review and evaluate these, and offers direct links where practicable. The list is by no means exhaustive, but is intended as a starting point for readers new to and interested in exploring the rich variety of Global Dimension work currently in the UK. For further details of Global Dimension activities, contact GDSNI.



The Global Dimension Web site is a guide to resources which support global, intercultural and environmental understanding for all age groups and subjects.

It is managed by DEA, in partnership with a number of editorial and curriculum advisors who bring a wide range of experience in teaching and supporting the Global Dimension in schools. The site provides a section on case studies, many which are taken from extant evaluative and policy publications, across the Foundation, Primary, and Secondary stages, as well whole school initiatives and examples from special schools. The focus is both cross-curricular and across subjects. Throughout, 'The Global Dimension' provide descriptions and links to the resources used by each school in case.



'The Global Dimension in the Curriculum: working towards an open, participatory ethos' (Learning and Teaching Scotland 2007). This

publication provides revised advice for Scottish schools and early education settings in developing the Global Dimension. The advice should be used in conjunction with the two accompanying documents: the practitioner resource, and case studies which demonstrate a range of effective practice in Scottish schools and early education settings.

The Global Dimension Web site:
www.globaldimension.org.uk/

Visit www.globaldimension.org.uk/casestudies to see how schools have included a Global Dimension in the curriculum and school life.

Download document: www.ltscotland.org.uk/Images/Global%20dimensions_tcm4-416859.pdf

Practitioner resource:
www.ltscotland.org.uk/Images/Practitioners_tcm4-416868.pdf

Case studies:
www.ltscotland.org.uk/Images/Participation_tcm4-416871.pdf

The Global Dimension in action: additional case studies



"Developing the Global Dimension in the School Curriculum" (DfES et al, 2005):

This booklet demonstrates how the Global Dimension can be integrated across the curriculum and into the wider life of schools. It includes a subject-by-subject guide, along with links to the National Curriculum in England. There are also sections about the benefits of incorporating a Global Dimension, and case studies to illustrate how schools are including a Global Dimension through a variety of classroom and whole-school activities.

Download from: www.globaldimension.org.uk/docs/dev_global_dim.pdf



"Education for Sustainable Development and Global Citizenship" (ACCAC et al, 2002):

This document is designed to help schools to plan and develop learning activities to promote Education for Sustainable Development and Global Citizenship, and provides examples of good practice.

Download from: www.esd-wales.org.uk/english/ESDreports/pdf/AP_E.pdf



Global Dimension and sustainable development (QCA publications).

These publications are aimed at school leaders and teachers of all subjects in all primary and secondary schools across England, and are a guide to building Sustainable Development / Global Dimension into the learning experience.

1. *QCA (2007) The Global Dimension in Action: a curriculum planning guide for schools, London: Qualifications and Curriculum Authority.*
2. *Sustainable development in action - a planning guide for schools.*
3. *Global development in action - a planning guide for schools.*

1. Download at: www.qca.org.uk/libraryAssets/media/Global_Dimensions_print_friendly.pdf
2. Download at: <http://orderline.qcda.gov.uk/bookstore.asp?FO=1307426&ProductID=9781847219268&Action=Book>
3. Download : http://curriculum.qca.org.uk/uploads/The%20global%20dimension%20in%20action_tcm8-14488.pdf



Oxfam's guide to Global Citizenship. This guide includes activities for teachers and case studies of schools which have integrated Education for Global Citizenship across their curriculum and ethos, and the positive impacts it has had on their pupils.

Download: www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf
See also: www.oxfam.org.uk/education/gc/



Global Dimension *Developing the Global Dimension in the school curriculum - for Foundation Stage.*

This booklet suggests ways in which a Global Dimension can be easily integrated into typical Foundation Stage. It provides several case studies to illustrate how schools are including a Global Dimension in school life through a variety of classroom and whole-school activities.

Download: www.dcsf.gov.uk/everychildmatters/10828

The Global Dimension in action: additional case studies



Global Thinking is a 10 year strategy to enable effective support for the Global Dimension in education within the East Region of England. It provides a section on its web site covering case studies (by school level).

Download: www.global-thinking.org.uk/

Case studies: http://global-thinking.org.uk/component/option,com_casecontent/Itemid,72/id,29/task,view/



A Global Dimension Change your school for good. This booklet describes several small-scale professional development studies undertaken in the South West of England. It provides educators with a picture of what a school with a strong Global Dimension looks like and the impact this has on staff, pupils and the wider community.



"A Global Dimension: Change your school for good" is the result of several professional development studies undertaken by teachers and

supported by the Enabling Effective Support network in the South West of England. It provides educators with a picture of what a school with a strong Global Dimension looks like and the impact this has on staff, pupils and the wider community. It includes strategies for how this success can be achieved, and contains case studies from different schools. Online: www.globaldimensionsouthwest.org.uk/downloads/Change_your_school.pdf

It includes strategies for how this success can be achieved, and contains case studies from different schools. Drawing together the data for the report, a group of characteristics of a school with a strong Global Dimension¹, the impact this had on staff, pupils and local and global communities, and how this success was achieved were identifiable, (see diagram overleaf).

The report showed that a strong Global Dimension can have a positive impact on attitudes and behaviour – of pupils and staff alike – and that it empowers young people to be global citizens, willing to take positive action. Given long-term, sustained support, schools can be centres for change. Young people can be the driving force behind moves to more sustainable lifestyles.

¹'Strong Global Dimension', refers a focus on and commitment to the eight key concepts as described in the DfES guidance document 'Developing the Global Dimension in the school curriculum' (DfES 1409-2005DOC-EN)

The Global Dimension in action: additional case studies

Characteristics of a school with a strong Global Dimension

🏆 Whole school ethos

The Global Dimension is embedded in the ethos & policies of the school. This reflects a belief that education is about the whole child, their part in our global community as well as about achieving academic success. The school aims to provide outstanding social, personal, spiritual, moral and cultural development for all

🏆 Attitudes and actions

Attitudes and actions reflect a spirit of respect and tolerance with an increased awareness of, and empathy for, social and cultural diversity and a desire to improve the quality of life for all in our global society

🏆 International links:

- (1) Links with schools from less developed, as well as developed, countries add value to curriculum and learning;
- 2) Exchanges and communication with a community overseas provide a real context for learning about another culture and enable students and staff to reflect on their own attitudes, beliefs and values

🏆 Well planned curriculum

Opportunities for the Global Dimension are clearly identified and mapped out within all areas of the curriculum

🏆 Effective leadership and management

Commitment and active participation of senior managers and governors in the school is apparent in processes to design Global Dimension policies and ethos

🏆 Community involvement

Schools fully utilise opportunities for bringing the Global Dimension into the classroom using visitors from the local and global community, voluntary organisations, business and others who provide expertise

🏆 Active Citizens

Pupils show positive behaviour, make decisions, take action, lead initiatives, ask questions, believe they can make a difference, show respect to others and their environment. Pupils are involved in practices that promote sustainable development, such as energy conservation, recycling and improvement of the school environment

🏆 Landscape

- Displays and school practices – recycling, being energy conscious, using fair-trade products – show commitment to providing a global and socially responsible context for learning
- A record of experiment over a number of years is apparent. Teachers are reflective, positive, curious, creative and passionate about raising standards

🏆 Co-ordination

Key members of staff who are passionate about the value of global education lead the development of the Global Dimension within the curriculum and monitor the impact on the quality of teaching and learning

🏆 Awards

Opportunities for funding are exploited together with awards that recognise the achievements of the school community



Source: "A Global Dimension: Change your school for good":
www.globaldimensionsouthwest.org.uk/downloads/Change_your_school.pdf

The Global Dimension in action: additional case studies

Case studies relating to Initial Teacher Education



The Global Dimension in Education (GDE). The Global Dimension in Education Project, based at St. Mary's University College, was a three-year project funded through the Development Awareness Fund of the Department for International Development (DFID). The aim of this initiative was to prepare teachers to implement the Global Dimension aspect of the Curriculum effectively and has subsequently integrated the Global Dimension across the College community.

As part of the Project a guide entitled 'The Global Dimension in Initial Teacher Education' was created to assist those involved in embedding Global Dimension concepts into teacher education programmes. It features various aspects of the Project including a number of case studies. A common theme which emerged from the case studies was that the students felt the Global Dimension could be completely integrated into all areas of the revised Curriculum. There was a general consensus that the Global Dimension enabled pupils to establish links between the different areas of the curriculum which ultimately lead to more connected learning experiences. The students were very clear that the Global Dimension was not an area additional to the main school curriculum, but one which had relevance and application to all areas.

Allied to this was the fact that the students indicated that using the Global Dimension as a basis for their planning made the process easier and enhanced their own learning and development as teachers. Research was carried out as part of the Project on values and attitudes towards the Global Dimension in primary, post primary as well as initial teacher education.



Lyle, S. & Salmon, C. (2002) The Global Dimension in Initial Teacher Education. A case study of twelve mentors and twelve ITE students following a ba (ed) degree programme. This paper is a case study of one higher education institution involved in the Global Teacher Project in the UK. The concept

The Guide can be downloaded in two parts at:

- **Part 1:** [www.stmarys-belfast.ac.uk/downloads/gde/Global%20Dimension%20in%20Initial%20Teacher%20Education%20\(part%201\).pdf](http://www.stmarys-belfast.ac.uk/downloads/gde/Global%20Dimension%20in%20Initial%20Teacher%20Education%20(part%201).pdf)
- **Part 2:** [www.stmarys-belfast.ac.uk/downloads/gde/Global%20Dimension%20in%20Initial%20Teacher%20Education%20\(part%202\).pdf](http://www.stmarys-belfast.ac.uk/downloads/gde/Global%20Dimension%20in%20Initial%20Teacher%20Education%20(part%202).pdf)

A research summary report can be downloaded at:
www.stmarys-belfast.ac.uk/downloads/gde/Global%20Dimension%20Research%20Summary.pdf

Download at: <http://www.teacherworld.org.uk/Articles/Claudette.pdf>

The Global Dimension in action: additional case studies

of robust and fragile global educators is put forward as a tool for planning and evaluating programmes and as a diagnostic tool to help judge the effectiveness of student teachers. It is argued that it can provide an indication of how to plan further training to move individuals along the robust/fragile continuum.



DEA (2000). Global Citizenship in Initial Teacher Education: a discussion paper. DEA, ITE Group.

Available at: www.dea.org.uk



Robbins, M, Francis, L.J. and Elliott, E. (2003) *Attitude toward education for global citizenship amongst trainee teachers. Research and Education*, 69, 93-98. A sample of 187 students who had come to the end of their initial teacher education and training course completed a scale of attitude toward education for global citizenship. The data demonstrated that the majority of students had a positive attitude toward education for global citizenship but lacked the confidence to implement education for global citizenship within the classroom.

Download: www.manchesteruniversitypress.co.uk/uploads/docs/690093.pdf



Hicks, D. & Holden, C. (2007) *Making global connections: the knowledge, understanding and motivation of trainee teachers.*

Available from: <http://www.teaching4abetterworld.co.uk/docs/download7.pdf>



resources

“

“We live in one world. What we do affects others, and what others do affects us, as never before. To recognise that we are all members of a world community and that we all have responsibilities to each other is not romantic rhetoric, but modern economic and social reality.”

”

Department for Education and Skills, United Kingdom (2004)

starting point

Additional resources

This section provides selected links and resources to support the Global Dimension. The list is by no means exhaustive, but is specifically selective, as it is intended as a starting point for readers new to and / or interested in exploring the rich variety of Global Dimension activities currently operant in the UK. Some, that are aimed at teachers, are included to provide a sense of how Global Dimension issues may be approached in a school context. Readers are also recommended to view the bibliography / further reading section of this report. For further guidance, contact Global Dimension In Schools NI.

Global Dimension - local organisations

The Global Dimension in Schools Northern Ireland (GDSNI).

The GDSNI is a regional project for DFID's Enabling Effective Support initiative. The main aim is to provide educators with effective and sustained support to incorporate the Global Dimension into the teaching of all NI Curriculum subjects. The site provides links and information on a number of resources (see link, right).

Visit: www.globaldimensioninschools.org

email:

nora@globaldimensioninschools.org

Link to resources:

www.globaldimensioninschools.org/resources.php

Centre for Global Education (CGE)

CGE, situated in Belfast, was established in 1986 by eight development agencies to provide education services that would enhance awareness of international development issues. Its central remit is to challenge dominant stereotypes and commonly held perceptions of developing countries which are prevalent in our society. It provides global education services in the formal and informal education sectors. CGE also provides '**Policy and Practice: A Development Education Review**', a biannual journal, which aims to facilitate reflection and discourse on development education practice in the island of Ireland and to help address the capacity and communications deficit in the development education sector.

Visit: www.centreforglobaleducation.com

email: info@cge.uk.com

More about 'Policy & Practice' Journal:

www.centreforglobaleducation.com/policy-and-practice.php

St Mary's University College (GDE Project)

St. Mary's Global Dimension in Education Project was a three-year project (2005-08), funded by DFID. The aim was to prepare teachers to implement this aspect of the curriculum effectively and has subsequently integrated the Global Dimension across the College community.

Visit: www.stmarys-belfast.ac.uk/academic/education/gde/

St Mary's University College:

www.stmarys-belfast.ac.uk

Additional resources

Global Dimension - local organisations

University of Ulster, Unesco Centre

UU Unesco Centre for Education for Pluralism, Human Rights and Democracy was established as part of an agreement between the University and the Director-General of UNESCO in 1999 and is part of a network of 530 Chairs in 114 countries. Also visit: The UK National Commission for UNESCO (UKNC) is the focal point in the UK for UNESCO-related policies and activities.

Visit site: <http://www.unesco.ulster.ac.uk/>

Visit UKNC: <http://www.unesco.org.uk/>

ARRTS - Access to Research Resources for Teachers Space

The Access to Research Resources for Teachers (ARRT) Space is an educational research database, provided by General Teaching Council For Northern Ireland, making relevant publications available to educational professionals "at the touch of a button". The database has been developed to promote evidence informed practice and policy-making in education and encourage a partnership between the local educational research community and teachers. It also provides opportunities for teachers and other educational professionals across the world to access a large range of scholarly literature on Education in Northern Ireland and to find research that is relevant to their needs.

Visit site: <http://arrts.gtcni.org.uk/>

Coalition of Aid and Development Agencies Northern Ireland (CADA)

CADA is a network of organisations involved in international development and development education, which aims to build the capacity of the sectors in Northern Ireland in order to positively influence policy makers as well as public opinion and behaviour towards greater global justice and equality. The organisations represented include: Amnesty International Ireland; British Council NI; British Red Cross; Centre for Global Education; Children in Crossfire; Christian Aid Ireland; Concern; Disability Aid Abroad; Irish Congress of Trade Unions; Justice North; Oxfam Ireland; Save the Children; SEEDS; Tearfund; Tools for Solidarity; Trócaire; United Nations Association of Great Britain and Northern Ireland; VSO; and War on Want NI.

CADA secretariat c/o Concern Worldwide, 47
Frederick Street, Belfast BT1 2LW.
Tel: 028 9033 1100; fax: 028 9033 1111

Additional resources

Global / Development Education - Ireland

Irish Development Education Association (IDEA)

IDEA is a national platform engaged in the provision, promotion and advancement of development education throughout the island of Ireland. For IDEA, development education is an educational response and process aimed at increasing awareness and understanding of the shared development of the world.

visit site: www.ideaonline.ie

Resources section: www.ideaonline.ie/content/resources

Contact: IDEA, 5 Merrion Row, Dublin 2, Ireland. Email: info@ideaonline.ie

DevelopmentEducation.ie

DevelopmentEducation.ie is a development and human rights education online resource maintained by a consortium of organisations based in Ireland, including: 80:20 Educating and Acting for a Better World, Aidlink, Concern Worldwide, Irish Aid, National Youth Council of Ireland, amongst others.

visit site: www.developmenteducation.ie/

Development and Intercultural Education (DICE)

The DICE Project, funded by Irish Aid, has as a central objective to support the inclusion of development education and intercultural education perspectives as essential elements of initial teacher education.

visit site: www.diceproject.org

Development Education Research Network (DERN)

DERN was established in 2005 to promote development education and enhance networking between researchers and academics interested in development and education issues at NUI Galway. The network aims to enable and enhance the sharing of knowledge and skills relevant to development issues and contribute to capacity building for development education and research.

visit site: www.dochas.ie/default.aspx

80:20 Educating and Acting for a Better World

As a registered educational charity, 80:20 Educating and Acting for a Better World was set up to explore and engage with development and human rights issues, and works throughout Ireland, North and South.

visit site: www.8020.ie/

Additional resources

Global / Development Education - Ireland

Irish Aid

Irish Aid is the Irish Government's programme of assistance to developing countries.

visit site: www.irishaid.gov.ie

CDVEC Curriculum Development Unit (CDU)

CDU is a curriculum research and development institute established by the CDVEC, Trinity College and the Department of Education and Science. It is concerned with the professional development of teachers; the development of the curriculum; and the promotion of the concept of the teacher as researcher.

visit site: www.curriculum.ie

Dóchas

Dóchas is the association of Irish Non-Governmental Development Organisations. Dóchas provides a forum for consultation and co-operation on development issues.

visit site: www.dochas.ie/default.aspx

Global Dimension - UK

Development Education Association, (DEA)

DEA is an education charity that promotes global learning, with a focus on schools and youth work. DEA's members include many large development, education and environment NGOs, as well as a wide network of Development Education Centres.

visit site: www.dea.org.uk/

Resources section: www.dea.org.uk/resources

Regional support

Regional support for schools brings together those involved in providing global learning within each region of the country to network, plan and share information. This is organised by regional EES (Enabling Effective Support) programmes which work closely with DEA. Information about the programme of each region is available from regional contacts, see right. For NI, see GDSNI.

visit site: www.dea.org.uk/members/ees.asp

Also available from: www.globaldimension.org/CommunityandSupport/?id=78

Cyfanfyd

Cyfanfyd is a national membership organisation working to promote education for sustainable development and global citizenship (ESDGC) in Wales.

visit site: www.cyfanfyd.org.uk/Cover.html

starting point

Additional resources

Global Dimension - UK

The International Development Education Association of Scotland (IDEAS)

IDEAS is a network of over 40 organisations and individuals involved in Development Education and Education for Global Citizenship across Scotland. By raising awareness of global concerns, the IDEAS network aims to influence those in all sectors of formal and informal education, and further afield.

visit site: www.ideas-forum.org.uk/

Powys Environment and Development Education Centre (PEDEC)

PEDEC has been established to advance the education of the public in subjects concerned with the knowledge, skills, attitudes and values that enable people to become aware of issues related to development, environment and sustainability.

visit site: www.cyfanfyd.org.uk/Cover.html

The World Education Centre (WEC)

WEC is a Development Education Centre based at Bangor University. WEC offer an advice, consultancy and team-teaching service to primary and secondary teachers and teacher trainees. WEC also work in Higher and Further Education to promote the Global Dimension and sustainable development.

visit site: <http://addysgbyd.bangor.ac.uk/index.php.en?menu=0&catid=0>

The Global Dimension Web site

A guide to resources which support global, intercultural and environmental understanding for all age groups and subjects. It is managed by DEA, in partnership with a number of editorial and curriculum advisors who bring a wide range of experience in teaching and supporting the Global Dimension in schools.

visit site: www.globaldimension.org.uk/
reading: www.globaldimension.org/index.aspx?id=302
twitter: <http://twitter.com/globaldimension>

UK Development Education Centres (DEC).

DECs are independent local centres that raise the profile of global issues and encourage positive local action for global change. Contact details provided by the Global Dimension web site.

Visit:
www.globaldimension.org.uk/CommunityandSupport/?id=78

Additional resources

Global Dimension - UK

Teach Global

Courses and resources to support primary and secondary teachers wanting to extend their teaching of the Global Dimension through all aspects of school life. There are five courses each with six units. Teach Global is located within the Open University's TeachandLearn.net site, offering professional development.

Visit:

www.teachandlearn.net/teachglobal/index.html.

Also: www.teachandlearn.net

Tide~Global learning

A network of teachers and educators coming together to respond to the educational challenges of Global Dimension and development perspectives.

Visit: www.tidec.org/index.html

Globallink: P4C resources

Globallink also provide some information and a handbook on the P4C (Philosophy For Children or philosophical enquiry) methodology, practiced in many countries, including the UK. There is some evidence that P4C may be suited to exploring areas related to global citizenship. There is a range of research into Philosophy for Children that demonstrate that the effects of P4C are very positive, efficient, and long lasting.

See also: Society for Advancing Philosophical Enquiry and Reflection in Education (sapere), an educational charity that promotes philosophical enquiry with children and communities throughout the UK.

Globallink P4C web page & handbook:

www.globallink.org.uk/p4c/

SAPERE: www.sapere.org.uk/

P4C case studies: www.sapere.org.uk/content/index.aspx?id=113.

Through Other Eyes (TOE)

TOE offers a free online study programme for educators focusing on the development of transnational, cultural and critical literacies.

Visit: www.throughothereyes.org.uk/

Global Gateway

Global Gateway is an international web site run by the British Council featuring a worldwide school partner-finding database which helps schools search for potential partners.

Visit: www.globalgateway.org.uk

Case studies & resources:

www.globalgateway.org.uk/default.aspx?page=810

starting point

Additional resources

Global Education- Europe

Global Education Network of Young Europeans (GLEN)

GLEN is a joint non-profit, politically independent initiative of eleven organisations from old and new member states of the European Union.

Visit: www.glen-europe.org

Developing Europeans' Engagement for the Eradication of Global Poverty, (DEEEP)

DEEEP is a programme initiated by the Development Education Forum of CONCORD that aims at strengthening capacities of NGOs to raise awareness and educate the European public for world-wide poverty eradication and social inclusion.

Concord is the European NGO Confederation for Relief and Development.

Visit: www.deeep.org/

CONCORD: www.concordeurope.org

Global Education Centre (Finland)

Global Education Centre (Finland) provides global education professional development and resources to in-service and also pre-service teachers.

Visit: www.peda.net/veraja/educode/globaali/english

Council of Europe, North - South centre.

"... helping to incorporate the principles of human rights, democracy, tolerance and mutual respect, the rule of law and peaceful resolution of conflicts into the daily practice of teaching and learning... "

Visit: www.coe.int/t/dg4/nscentre/links_en.asp

Global Education- Australia

Global Education (Australia).

Web site providing a variety of teacher resources supporting the integration of a global perspective across the curriculum.

Visit: www.globaleducation.edna.edu.au

Australian One World / Global Centres

- Queensland Global Learning Centre: www.glc.edu.au
- South Australia Global Education Centre: www.global-education.asn.au/
- Western Australia One World Centre: www.oneworldcentre.org.au/

Additional resources

Other resources

The following list, in alphabetical order, provides a range of links, including those referenced throughout this resource, and links, where available, to organisations that participated in the consultation.

A Shared Future	www.asharedfutureni.gov.uk	LTS Scotland	www.ltsotland.org.uk
All Party Group on International Development	www.niassembly.gov.uk/io/allparty/intern_develop.htm	MDG Monitor	www.mdgmonitor.org
Alliance Party of NI	www.allianceparty.org	NASUWT (NI)	www.northern-ireland.nasuwt.org.uk
BELB CASS	www.belb.org.uk/teachers/supportIntroduction.asp	NEELB CASS	www.neelb.org.uk/teachers/cass
British Council	www.britishcouncil.org	NI Assembly Education Committee	www.niassembly.gov.uk/education/2007mandate/educationhome_07.htm
British Library online	http://21citizen.co.uk	NI Council for Integrated Education	www.nicie.org
Comhairle Na Gaelscolaiochta	www.comhairle.org	NI Curriculum	www.nicurriculum.org.uk
CCEA	www.rewardinglearning.org.uk	OSDE	www.osdemethodology.org.uk
Department for Children, Schools and Families	www.dcsf.gov.uk	Progressive Unionist Party	www.pup-ni.org.uk
Department of Education	www.deni.gov.uk	Qualifications and Curriculum Authority	www.qcda.gov.uk
Development Education Centre (S. Yorkshire)	www.decsy.org.uk	Regional Training Unit NI	www.rtuni.com
DFID	www.dfid.gov.uk	SCOTENS	http://scotens.org
DUP	www.dup.org.uk	SDLP	www.sdlp.ie
East of England Deve. Educn. Network	www.nead.org.uk/schools/eaden	SEELB CASS	www.seelb.org.uk/curriculum/curriculum.htm
Education & Training Inspectorate	www.etini.gov.uk	SELB CASS	www.selbclounagh.org
Environmental Education Forum	www.eefni.org.uk	Sinn Fein	www.sinnfein.ie
ESD Wales	www.esd-wales.org.uk	Teacherworld	www.teacherworld.org.uk
Estyn	www.estyn.gov.uk	Teaching and Learning Research Programme	www.tlrp.org
General Teaching Council NI	www.gtcni.org.uk	Teaching for a Better World	www.teaching4abetterworld.co.uk
Governing Bodies Association	www.gbani.org	UUP	www.uup.org
Irish National Teachers' Organisation	www.into.ie	WELB CASS	www.welb-cass.org
		Welsh Assembly Government	www.wales.gov.uk



bibliography and suggested reading

“*'A curriculum for the 21st century should encourage learners to be aware of global issues. Learners should evaluate information and events from a global perspective. By exploring the connections between the local and the global, they can also realise that it is possible to play a part in working towards solutions to challenges, such as climate change and global poverty.'*

QCA (2008)

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DENI (2009) Schools for the Future - A policy for sustainable schools in Northern Ireland. A draft document on “Schools for the Future: A Policy for Sustainable Schools”, was issued for consultation in January 2007 shortly after the publication of the report of the independent Strategic Review of Education (the Bain Review). The final version of the policy document benefits from the conclusions of the earlier consultation exercise and the views of the Assembly Education Committee.

English version: http://www.deni.gov.uk/a_policy_for_sustainable_schools-2.pdf

Gaelic version: http://www.deni.gov.uk/scoileanna_don_am_ata_teacht.pdf

Developing the Global Dimension



The Global Dimension in the Curriculum – Northern Ireland.

DEA publication, outlining the key concepts of the Global Dimension, the NI context, and the Curriculum.

Download: www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw_gd_in_curriculum_n_ireland.pdf .

Scotland: www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw_gd_in_curriculum_scotland.pdf;

England: www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw_gd_in_curriculum_england.pdf; and

Wales: www.globaldimension.org.uk/uploadedFiles/AboutUs/gdw_gd_in_curriculum_wales.pdf



Beyond the lesson plan: Developing a Global Dimension in initial teacher education: www.allbusiness.com/educational-services/business-schools-computer/1123738-1.html



Whole School Development and the Global Dimension. This report focuses on embedding the Global Dimension across a whole-school community. Examples of current practice are provided, together with information about benchmarking and assessment frameworks. **Download from:** www.decsy.org.uk/downloads/Whole_Sch_Devt_&_GD.pdf



Developing the Global Dimension in the School Curriculum (DfES et al, 2005)

This booklet shows how the Global Dimension can be integrated across the curriculum and into the wider life of schools. It includes a subject-by-subject guide, along with National Curriculum links (for England). There are also sections about the benefits of incorporating a Global Dimension for both pupils and teachers and case studies to illustrate how schools are including a Global Dimension in school life, through a variety of classroom and whole-school activities.

Download from: www.globaldimension.org.uk/docs/dev_global_dim.pdf

Further reading

resources



Devine, O. (2008) **The Global Dimension in Initial Teacher Education**. Policy and Practice - A Development Education Review , Issue 7, Autumn 2008. **Download:** www.developmenteducationreview.com/issue7-reviews2



Higgins, S. (2009). **Developing the Global Dimension in primary school**. Policy and Practice - A Development Education Review , Issue 9, Autumn 2009. **Download:** www.developmenteducationreview.com/issue9-perspectives1



McQuaid, N. (2009). **Global Dimensions: A Guide to Good Practice in Development Education and Intercultural Education for Teacher Educators**. Policy and Practice - A Development Education Review, issue 8, Spring 2009. **Download from:** www.developmenteducationreview.com/issue8-reviews1



(ACCAC et al, 2002), Education for Sustainable Development and Global Citizenship

This document is designed to help schools to plan and develop learning activities to promote education for sustainable development and global citizenship. The booklet sets out why schools should promote education for sustainable development and global citizenship. It provides examples of good practice so that schools can learn from others about how to develop learning opportunities.

Download from: www.esd-wales.org.uk/english/ESDreports/pdf/AP_E.pdf



Sustainable Development in Action: A curriculum planning guide for schools in England.

This QCA publication is aimed at school leaders and teachers of all subjects in all primary and secondary schools across England, and is a guide to building sustainable development into the learning experience. It starts with a 'big picture' introduction explaining why sustainable development is important and how it fits into the curriculum, then provides practical activities and case studies to highlight SD in action.

<http://orderline.qcda.gov.uk/gempdf/1847219268.pdf>



The Global Dimension in Action: a curriculum planning guide for schools, London: Qualifications and Curriculum Authority (2007). www.qca.org.uk/libraryAssets/media/Global_Dimensions_print_friendly.pdf



(Learning and Teaching Scotland et al, 2001), The Global Dimension in the Curriculum.

This publication provides revised advice for Scottish schools and early education settings in developing the Global Dimension. The advice should be used in conjunction with the two accompanying documents: the practitioner resource which provides more detailed recommendations on how schools can develop effective classroom and whole school practice and case studies which demonstrate a range of effective practice in Scottish schools and early education settings

Further reading

resources

Document: www.ltscotland.org.uk/Images/Global%20dimensions_tcm4-416859.pdf

Resource: www.ltscotland.org.uk/Images/Practitioners_tcm4-416868.pdf,

Case studies: www.ltscotland.org.uk/Images/Participation_tcm4-416871.pdf,



A Global Dimension Change your school for good. This booklet is the result of several small-scale professional development studies undertaken by teachers and supported by the Enabling Effective Support network in the South West of England. It provides educators with a picture of what a school with a strong Global Dimension looks like and the impact this has on staff, pupils and the wider community. It includes strategies for how this success can be achieved, and contains case studies from different schools.

Download at: www.globaldimensionsouthwest.org.uk/downloads/Change_your_school.pdf



Critchley, M. & Unwin, R. (2008). ***Whole School Development and the Global Dimension: Capturing models of practice across the UK***. DFID. 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.

Download: http://www.decsy.org.uk/downloads/Whole_Sch_Devt_&_GD.pdf



Putting the Global Dimension into Practice This briefing paper was written by Global Thinking for Teachers and Trainee Teachers in the Eastern Region 'Enabling Effective Support' Strategy, funded by DFID.

Download: www.global-thinking.org.uk/images/stories/pdf/putting_GD_into_practice.pdf



Martin, F. (2003) ***Providing a Global Dimension to Citizenship Education: a collaborative approach to student learning within Primary Initial Teacher Education***. This research report describes, analyses and evaluates a year-long project undertaken at University College Worcester (UCW). The context for the project was student teachers' learning about citizenship and PSHE and their application of this to their practice during serial and block school experience.

Available via citized site: http://www.citized.info/pdf/commarticles/Fran_Martin.pdf



Disney, A. (2003) ***Using school linking as a context for developing students' understanding of global citizenship***. This article explores and evaluates the role of a school linking project in developing resources and pedagogical approaches for the teaching of global citizenship on an ITT course. It argues for the seminal role of geographical enquiry as a process

Further reading

resources

through which many of the concepts of global citizenship can be developed. It describes the impact of the school linking project on the development of the ITT geography curriculum and discusses its contribution to the development of global citizenship.

Available via citized site: http://www.citized.info/pdf/commarticles/Anna_Disney.pdf

Journal and other articles / guides



Global In the Local: What MPs can do to promote understanding of international development issues in their constituencies.

This publication (with an English focus) will be useful to Members of Parliament, policy advisers and all those engaged in making connections between international development issues and local activities and actions in their constituencies. By identifying key issues and examples of communities' activities that make connections between global and local issues, it aims to demonstrate how the public can become aware of and supportive of international development. It is envisaged that this publication could be used by all MPs as a guide to what they can do in their constituency to raise greater awareness and understanding of international development matters and how they connect to people's everyday lives. The publication was produced by the DEA with the support of Unity Trust Bank.

Download: www.dea.org.uk/resources/item.asp?d=889



O'Connor, U. (2008). Evaluation of the Pilot Introduction of Education for Local & Global Citizenship into the Revised Northern Ireland Curriculum, the UNESCO Centre, University of Ulster. Education for Local and Global Citizenship, as a pilot initiative, was phased into the curriculum for all post-primary schools in NI between 2002 and 2007. In 2002, the UNESCO Centre at the University of Ulster was commissioned by CCEA to evaluate the short to medium term impact of the local and global citizenship programme at Key Stage 3. The four year evaluation was undertaken from 2003-2007 when the intervention still had pilot status. It is now both a key element within the overall curriculum framework and an explicit strand within Learning for Life and Work.

Link: <http://unesco.ulster.ac.uk/PDFs/summaryreport.pdf>



D'Sena, P. (2007) *Some lessons from school on unravelling the Global Dimension and 'global citizenship'*. Assessment, Teaching & Learning Journal (LeedsMet), 1 (1) Spring.

Download: www.leedsmet.ac.uk/ALTre-source/downloads/IJ1_10Some_lessons_from_school.pdf

Further reading

resources



Hicks, D. (2003) *Thirty years of global education: a reminder of key principles and precedents*. Educational Review Vol. 55, No. 3.



Davies, L. (2006). *Global citizenship: abstraction or framework for action?* Educational Review, Volume 58, Issue 1 February 2006, pages 5 - 25. This paper explores whether the notion of 'global citizenship, is too abstract to be valuable in driving curriculum policy and active citizenship for students. The paper looks firstly at three of the key aspects of an active role: a concern for social justice; rights; and culture and cultural conflict. It then examines actual curricula and programmes of study for global citizenship, and compares the conceptual frameworks, progression routes and emphases within these curricula. The conclusion confirms the consensus on the importance of global citizenship and argues that it can be turned into a more radical and politicised curriculum area; however, more research is needed on impact of the learning, including research by students themselves.



Why should Local Authorities provide advisory support for the Global Dimension to learning in schools? A briefing paper written by Global Thinking for Teachers and Trainee Teachers in the Eastern Region 'Enabling Effective Support' Strategy
Download: www.global-thinking.org.uk/images/stories/documents/Why_LA_support.pdf



Hicks, D. (2008). Ways of seeing: the origins of global education in the UK. Background paper for UK ITE Network Inaugural Conference on Education for Sustainable Development / Global Citizenship. London, July 2008. Several official publications in the UK highlight the need for a Global Dimension within the school curriculum. The origins of this concern lie in the work of progressive/radical educators some forty years ago who argued that a number of crucial global issues, such as the environment, world development, peace and conflict, were missing from formal education. As a consequence there arose a number of educational fields or issue-based educations each of which had an interest in the curriculum becoming more global. The purpose of this paper is to reflect on the origins of global education in the UK and its relationship with other issue-based educations.

This article is located online at: <http://www.teaching4abetterworld.co.uk/docs/download2.pdf>.

A range of related articles can be found at: <http://www.teaching4abetterworld.co.uk/downloads.html>



Development Education and Awareness Raising: A Statement from CONCORD:

Download: www.deeep.org/fileadmin/user_upload/downloads/DE_Forum_reports/DASTatementtoGANov20041.pdf



The role of local authorities in inter-cultural dialogue, development education and awareness raising

Download: www.deeep.org/fileadmin/user_upload/downloads/DE_Forum_reports/DEF_position_LA.pdf

Further reading

resources



Roberts, A. (2007). *Global Dimensions of Schooling: Implications for Internationalizing Teacher Education*. Teacher Education Quarterly, v34 n1 p9-26 Win 2007.

Download: www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=EJ795137

Other resources



DFID, (2009). **Bringing the World into the Classroom Education for Today's Global Society.**

Download: www.dfid.gov.uk/Documents/publications/bring-world-into-classroom.pdf



DFID & HM Treasury, (2007). **The World Classroom: Developing global partnerships in education.** DFID's guide to school linking is a great introduction to good practice and how to go about setting up a link.

Download: www.dfid.gov.uk/Documents/publications/world-classroom.pdf



Global Education in Europe to 2015: Strategy, policies, and perspectives. Outcomes and Papers of the Europe-wide Global Education Congress Maastricht (2002)

Download: http://kms1.isn.ethz.ch/serviceengine/Files/ISN/113617/ipriadoc_doc/C604E204-A6A9-4771-B765-C8722B30644F/en/5059_GE2015.pdf



Irish Aid, Trocaire (2008). **Guide to Development Education Resources in Ireland 2006-2008:**

Download: <http://iap-dev.tchpc.tcd.ie:8085/dspace17/bitstream/10611/721/1/Development+Education+Resource+Final.pdf>



Freedman, G. (2008). **Unlocking the Global Education Imperative Core Challenges & Critical Responses.** Blackboard Inc.

http://www.international.ac.uk/resources/Bb_GWPz.pdf

Further reading

resources



Oxfam's guide to Global Citizenship. Education for Global Citizenship: A Guide for Schools is a free booklet for teachers that introduces the key elements of Education for Global Citizenship, and clearly sets out how teachers can incorporate this into their teaching and across their school. This accessible, practical guide includes activities for teachers and case studies of schools which have integrated Education for Global Citizenship across their curriculum and ethos, and the positive impacts it has had on their pupils.

Download: www.oxfam.org.uk/education/gc/files/education_for_global_citizenship_a_guide_for_schools.pdf

see also: <http://www.oxfam.org.uk/education/gc/>



Curriculum Corporation, (2008). ***Global Perspectives: A framework for global education in Australian Schools***. This book provides teachers at all levels of schooling with a concise, practical and philosophical guide to the aims and learning emphases of global education. It includes useful examples of integrating global perspectives within and across learning areas and advice for teachers and school leadership teams about how to implement the framework at a school level. It builds on *Global Perspectives: A statement on global education for Australian Schools*.

Download: http://www.asiaeducation.edu.au/verve/_resources/global_perspectives_statement.pdf.



The UNESCO Delors Report (1996) ***Learning: the treasure within. Report to Unesco of the International Commission on Education for the Twenty-first Century***. This Report to Unesco is by the International Commission on Education for the Twenty-first century, chaired by Jacques Delors. It is the result of a worldwide three-year process of consultation and analysis. The report described 'four essential pillars of learning'. Two are directly related to the knowledge economy, namely *Learning to Know*: a recognition that knowledge is the basis of future development, and *Learning to Do*: which describes how to apply knowledge in a creative and productive way. The two remaining pillars are *Learning to Be*: which focuses on the area of personal understanding and development, and *Learning to Live Together*: which is particularly apposite in a world characterised by uncertainty, conflict and rapid change.

Download: http://www.unesco.org/delors/delors_e.pdf



Appendices

Appendix 1: target sample and participating organisation, page 158

Appendix 2: position statements, page 159

Appendix 3: detailed method, page 175

“ *Activism is my rent for living on this planet.* ”

Alice Walker

Appendix 1: target and achieved samples

Target sample

- Alliance Party NI
- Belfast Education and Library Board Curriculum Advisory and Support Service
- Comhairle na Gaelscolaíochta
- Council For Catholic Maintained School
- Council for the Curriculum, Examinations and Assessment
- Department of Education
- Democratic Unionist Party
- Education and Training Inspectorate
- General Teaching Council For Northern Ireland
- Governing Bodies Association NI
- Higher Education Institution Initial Teacher Education Cluster Group
- Irish National Teachers' Organisation
- NASUWT Northern Ireland
- NI Assembly Education Committee
- North Eastern Education and Library Board Curriculum Advisory and Support Service
- Northern Ireland Council for Integrated Education
- Progressive Unionist Party of Northern Ireland (PUP)
- Regional Training Unit for Northern Ireland
- Social Democratic Labour Party (SDLP) NI
- Sinn Féin
- South Eastern Education and Library Board Curriculum Advisory and Support Service
- Southern Education and Library Board Curriculum Advisory and Support Service
- The All Party Group on International Development, NI Assembly
- Ulster Teachers' Union
- Ulster Unionist Party
- Western Education and Library Board Curriculum Advisory and Support Service

Achieved sample

- Belfast Education and Library Board Curriculum Advisory and Support Service
- Comhairle na Gaelscolaíochta
- Council For Catholic Maintained School
- Council for the Curriculum, Examinations and Assessment
- Department of Education
- Education and Training Inspectorate Environment and Citizenship Panel
- General Teaching Council For Northern Ireland
- Higher Education Institution Initial Teacher Education Cluster Group
- Northern Ireland Council for Integrated Education
- Progressive Unionist Party of Northern Ireland (PUP)
- Social Democratic Labour Party (SDLP) NI
- South Eastern Education and Library Board Curriculum Advisory and Support Service
- Southern Education and Library Board Curriculum Advisory and Support Service
- The All Party Group on International Development, NI Assembly
- Western Education and Library Board Curriculum Advisory and Support Service

Comhairle na Gaelscolaíochta

Having considered the issue of Global Dimension in schools Comhairle na Gaelscolaíochta considers the issue to be of considerable importance. There are several aspects that we consider relevant. These include:

1. Increasing diversity, including linguistic diversity, in our own society;
2. Global challenges to indigenous languages, identities and cultural diversity;
3. Global consumerism challenges to vulnerable societies (culture, indigenous languages and way of life);
4. Capacity for young people to have a beneficial impact on issues in other countries (poverty, health, natural disasters, social justice);
5. Increased propensity for young people to travel;
6. Increased global impact of our actions;
7. Increasing awareness among young people of global issues;
8. Increased unmediated exposure of young people to global media;
9. Increasing consumerism and individualism;
10. Trends towards monoculturalism.

Comhairle na Gaelscolaíochta believes that it is beneficial for young people to develop an awareness of global issues and the capacity for the global to have an impact on their lives and for their lives to have a global impact. Of particular importance to Comhairle na Gaelscolaíochta is the context of heritage-language revival. We believe that it is important for young people to be facilitated to develop an awareness of multilingualism and the role languages play in the lives of people beyond the developed world.

Heritage and indigenous Languages

Experts reckon that there are 6,900 languages in use throughout the world today. According to the UNESCO database there are over 2,500 indigenous languages in danger of extinction in the next 30 – 40 years. In many cases

this is as a result of government assimilation policies to rid regions of cultural or national identities. In other regions it is as a result of regime change or the relentless expansion of the global economy and the associated expansion of a small number of languages. Populations switch to languages of wealth, power and influence such as English, Spanish and Hindi. Examples include the demise of the indigenous languages of North America, the aboriginal languages of Australia, the ethnic groups of Northern Russia and the gradual decline of the indigenous languages of Ireland, Scotland, Wales, and the Isle of Man.

Many endangered languages are several thousands of years old. The indigenous languages of these islands along with Brittany in Northern France are the last remaining languages of the Celts. UNESCO celebrates International Mother Language Day to promote linguistic and cultural diversity on 21st February. Both the UN and the EU have accorded a high level of importance to the maintenance of linguistic diversity and the protection of language minorities.

Mother Language

The importance of mother language for young people's sense of identity and self esteem and for their education should not be underestimated. This is particularly important in the context of immigrants to Ireland; most are educated in English with no status or respect accorded to their mother tongue. As a consequence, many second-generation immigrants experience a sense of cultural loss as a result of not knowing their mother language. Many are isolated from their wider family circles in their parents' country of origin. Many are unable to communicate with parents, grandparents and other family members as a result of loss of mother tongue.

Comhairle na Gaelscolaíochta

appendix 2

Linguistic Diversity

Languages are repositories of cultural expression, cultures, ways of life and histories. They are complex and unique and embody in them thousands of years of evolution, which when lost cannot be replaced. The threat to the globe's linguistic diversity is as great and as potentially devastating as the threat to its biodiversity (plant and animal life). Countries in which rapid development is threatening many aspects of environmental diversity, such as India and Brazil, are also experiencing threats to their linguistic diversity in the face of the inexorable advance of the major languages of politics, power and commerce. Many linguistic communities are being destroyed to make way for economic development. Despite the imminent threat to thousands of indigenous languages, the importance of linguistic diversity and the global threats to linguistic diversity are issues that are seldom discussed in the context of environmental issues or global crises.

Local Responses

Like many aspects of the Global Dimension, awareness among young people begins locally. Awareness of the Global Dimension will bring attention of the decision makers and policy makers of tomorrow to the rapid change taking place in our world as a result of progress and development. Young people's awareness can influence consumer trends and ultimately global trends. Awareness among young people can encourage them to celebrate diversity and take inclusive approaches to others from other linguistic, cultural, religious or national origins.

Usefulness of a Global Dimension Policy

Such a policy would play a significant role in raising awareness of global issues particularly in areas of education

and environment in NI. Possibly because of our relative isolation and recent political history, there is an apparent lack of awareness of global issues and a poorly-developed capacity to see issues from wider perspectives. This is particularly so in relation to issues associated with the Irish language in NI, which tends to be viewed from the perspective of recent national affiliations ignoring the 2000 year history of the language and its links to other Celtic regions, particularly Scotland. Comhairle na Gaelscolaíochta believes that a policy resource on the Global Dimension should include the wide gamut of global issues encompassing:

- the divide between the developed and developing world;
- environmental issues;
- linguistic and cultural issues;
- global dialogue and communications;
- consumerism and the global economy;
- global politics and global responses;
- dominant cultures, the impact of colonisation and the legacy of colonialism.

A policy resource should target those organisations and institutions that have an interface with our young people, including Government departments, NDGBs, voluntary organisations and groups, schools and educational institutions, churches and religious organisations, young peoples' organisations and groups, politicians and political advisers, and the media.

Council for the Curriculum, Examinations and Assessment (CCEA)

What is CCEA's view of the Global Dimension?

The revised curriculum specifically identifies the Global Dimension concepts and explicitly requires their exploration in respect of National, European and Global contexts. These concepts are embedded and promoted in and through the revised curriculum. The key objectives of the NI Curriculum are to develop pupils as individuals, as contributors to society and as contributors to the economy and the environment.

At Primary, within the statutory curriculum, the concepts may be found particularly in Personal Development and Mutual Understanding (in the strand 'Mutual Understanding in the Local and Wider Community') and in The World Around Us (in the strands 'Interdependence', 'Place', 'Movement and Energy' and 'Change Over Time'). At Key Stage 3 these may be found both in the Areas of Learning (subject strands) and the discrete provision of Local and Global Citizenship.

How visible is the Global Dimension in CCEA resources and materials?

CCEA has also developed a wide range of resources, many of which specifically address and promote aspects of the Global Dimension. These may be found on www.nicurriculum.org.uk and include (but are not restricted to):

Primary

► ► Ideas for Connected Learning (ICLs)

The ICLs provide a range of active learning experiences that assist teachers in making the revised Northern Ireland Curriculum come alive.

► ► **Relevant themes include** 'Houses and Homes', 'Let's Celebrate', 'World in Motion', 'The Blue Planet', 'Eco-Warriors', 'Around the World', 'Wonderful World' etc.

► ► **Thematic Units.** The Thematic Units develop the ideas in the ICLs further and encourage children to make connections across the Areas of Learning.

► ► **Relevant themes** include: 'My Place and Yours', 'Celebrations and Good Times' and 'Being and Belonging.'

► ► **Learning.Living.Together.** This resource aims to provide teachers with support in planning, teaching and assessing PD&MU within the Northern Ireland Curriculum. It is intended to assist teachers in developing children's personal, emotional, social and health needs and preparing them to contribute to their communities in ways that make a positive and lasting impact.

► ► **Religious Education.** World religions resources.

Key Stage 3

► ► **Thematic Units.** The thematic units show how a number of subject strands can contribute to the teaching of the key elements of the revised curriculum.

► ► **Relevant themes** include 'Who Am I?' 'Dodging Doomsday' and 'You+Me=Us'.

► ► **Learning for Life and Work.** Three integrated units for Learning for Life and Work (LLW). Each integrated activity incorporates two strands of LLW and provides opportunities for the development of cross-curricular skills.

► ► **Migrant Workers:** Education for Employability and Local and Global Citizenship.

► ► **Food Miles:** Home Economics and Education for Employability.

► ► **Drugs and Society:** Personal Development and Local and Global Citizenship.

Council for the Curriculum, Examinations and Assessment (CCEA)

- ▶ ▶ **Special Educational Needs** resources to support SLD and MLD pupils in Learning for Life and Work.
- ▶ ▶ **Relevant themes** include 'Nothing Ever Stays the Same', 'My Changing World' and 'Let's celebrate'.
- ▶ ▶ **Religious Education.** World religions web site.
- ▶ ▶ **Ecoworld.** Interactive web site.

There is a link to the Global Dimension website from the **Learning for Life & Work** page on the NI Curriculum site.

The Global Dimension tends to be seen to lie in Citizenship Education as a 'natural home'. What are the links between Citizenship Education and the Global Dimension?

Local and Global Citizenship addresses the Global Dimension in its Key Concepts of 'Diversity and Inclusion', 'Human Rights and Social Responsibility', 'Equality and Social Justice' and 'Democracy and Active Participation'.

What does the Global Dimension look like in other Areas of Learning/subject strands?

In addition to Citizenship, the Global Dimension is particularly appropriate in Geography, which has a number of relevant requirements.

The statutory minimum content for every subject strand at Key Stage 3 contains specific requirements to address key elements such as *mutual understanding*, *citizenship*, *cultural understanding* and *sustainable development*, all of which represent aspects of global dimension. Examples include:

- ▶ ▶ **English:** Explore how different cultures and beliefs are reflected in a range of communication methods.

▶ ▶ **Mathematics:** Analyse and interpret information patterns relating to local and global trends.

▶ ▶ **Science:** Explore the importance of biodiversity, how it impacts on our lives and how it is affected by human activity.

▶ ▶ **History:** Investigate how history has been selectively interpreted to create stereotypical perceptions and to justify views and actions.

What value does the Global Dimension bring to education and learning?

Global Dimension reinforces for young people the interdependency of countries and their peoples. This is particularly pertinent in Northern Ireland, as part of an island on the most westerly part of Europe, where cultural difference and language learning has never had a strong tradition. Significantly, with a continuing rise in newcomers within our school system there is a increased opportunity to explore the rich Global Dimension theme.

What challenges does CCEA see in the promotion of the Global Dimension in education?

Convincing schools and teachers that there is validity in promoting the Global Dimension and more importantly reassuring them that this is not another initiative, but is firmly embedded within the NI Curriculum that they are required to deliver and in their own school improvement programme.

What supports could be put in place the improve teacher expertise and delivery of the Global Dimension?

Support could focus on making explicit to teachers the place of Global Dimension issues within the curriculum and highlighting opportunities within learning and teaching. Existing support opportunities could also be exploited, e.g. Connecting

Council for the Curriculum, Examinations and Assessment (CCEA)

Classrooms and ISA, European Studies Programme, Global Dimensions NI etc.

There are increased opportunity for technological advances through video conferencing, use of 'Skype' etc. In addition INSET could be offered, focusing on the units of work already produced on 'Migrant Workers' and 'Food Miles' as well as those currently under development within CCEA, in collaboration with Global Dimension Educators. CCEA's annual Fest Publication also provides a platform for promotion of the concepts behind Global Dimension.

Policy Resource

The primary aim of this consultation is the production of a policy resource for the Global Dimension in schools within the Northern Ireland Curriculum. This resource is intended to support the development of implementation strategies for a Global Dimension in education policy. It is aimed at policy makers and educators.

How useful would a policy resource for Northern Ireland be?

What, in your opinion, should be the key content of such a policy resource?

Schools consistently request that all policy guidance requirements are seen to be 'joined-up' and embedded in the two priority areas of the statutory NI Curriculum and/or the school improvement agenda, so that schools are not required to 'juggle' and prioritise disparate policy requirements.

It is crucial that therefore that any resource presents the Global Dimension as embedded in the objectives and requirements of the statutory NI Curriculum, in order to ensure a coherent and cohesive place within the day-to-day business of learning and teaching.

SELB Curriculum Advisory and Support Service

What is SELB CASS view of the Global Dimension?

Some SELB CASS would have a sound understanding of the key concepts but many would not. Many would be able to identify where their work and support for schools connected with the Global Dimension, but would not necessarily have considered it in this way. We have, on a number of CASS training days, held short sessions where CASS have been able to explore global issues such as e.g. Education for Sustainable Development, ECO Schools, Human Rights, the Rights Respecting Schools Award (RRSA), diversity, globalisation and interdependence. We have in the past had an international section which linked and supported schools and youth in a variety of mainly European based projects. Some members of CASS have themselves taken part in global projects in Africa and Asia and SELB Staff raised over £35,000 to build a school in Uganda.

SELB CASS has a number of perspectives of the Global Dimension through:

- Learning Areas of the NI curriculum –especially R.E., Geography, Business Studies, history, science and technology, languages including English, careers, LLW (Citizenship and Employability at post-primary) and PDMU, and World Around Us (primary);
- The Key Elements which include - personal understanding, mutual understanding, ethical awareness, economic awareness and ESD. The Global Dimension is wider than a single subject and the key elements of the NI curriculum encourage connected learning or thematic units. Sustainable development, healthy eating, community involvement, pupil voice all have a whole school as well as classroom presence. Skills such as critical thinking and the ability to challenge and make decisions are developed as students explore their and other identities and issues such as social

justice and equity. The Global Dimension is a vehicle to develop media literacy and schools are also encouraged to see and seek opportunities to use ICT tools to exchange, exhibit, communicate and collaborate with schools in other parts of the world. The immediacy of the internet increasingly allows Global issues to be brought dynamically and immediately into the classroom to challenge the thinking, the knowledge and values of teachers and students alike;

- Whole school initiatives and projects including Eco-Schools, Rights Respecting Schools Award, (RRSA – a UNICEF award), British Council – e.g. Global Classrooms, Comenius or other International or Global programmes linking schools;
- Working with NGO's and agencies such as Global Dimension in Schools Northern Ireland, Red Cross, Amnesty International, Trocaire, Oxfam, Children in Crossfire, RSPB and many others;

SELB CASS has not taken or been able to take a leadership role in promoting the Global Dimension but has facilitated, liaised, collaborated and acted as a conduit for information as appropriate and as time and other commitments have allowed.

How much emphasis is placed on global education within your beginning teacher/continuing professional development programmes?

Through exploration of global themes in e.g. Geography, Citizenship, World Around Us, R.E., English. The Global Dimension is not addressed as often as it should be – CASS, like teachers may not always connect or realise the connection between themes and strategies and the Global Dimension. It is increasing in importance but more adhoc than a planned programme.

SELB Curriculum Advisory and Support Service

How often is the Global Dimension addressed?

Not as often as it should be – CASS, like teachers may not always connect or realise the connection between themes and strategies and the Global Dimension.

Degree of importance within programmes?

Increasing in importance but more adhoc than a planned programme.

From the SELB CASS perspective, what value does the Global Dimension bring to education and learning?

The Global Dimension brings enormous value to education and learning. Today's children need to be prepared to live in a global world. Everything is connected – from finance and employment to the health and the environment. Global citizens will need the skills, understanding, knowledge and values to deal with the complexity of global issues. A school that is a global school is also an eco school, a healthy eating school, a school with good community (local and global) links, a school where the pupil voice is strong and young people feel motivated and engaged, a school which values diversity and human rights (perhaps a RRSA school).

What challenges does the SELB CASS see in the promotion of the Global Dimension in education?

The Global Dimension is:

- too often left to individual subjects or one off projects;
- too often seen as being about raising money for charity;
- seen to be about providing simple solutions to complex problems;
- feared as being yet another subject to be squeezed into the curriculum;

- not connected or sustained – the experience a child gets from pre-school to post 16 is patchy and there is little attempt to track or evaluate those experiences;
- not reflected in School Development Plans, learning and teaching policies;
- not understood or valued by parents.

How useful would a policy resource for NI be?

A policy resource would be very useful as it would provide an overview of the what, why and how and help integrate the Global Dimension into schools and CASS. It would help make connections between learning areas, identify the features of a "Global School" and support connected learning.

What, in your opinion, should be the key content of such a policy resource?

- Should explain what the Global Dimension is – eight main concepts and how they are connected;
- Should show how knowledge, skills and values should progress, be mapped and be visible from KS1 – KS4;
- Should show how schools and CASS might engage with and evaluate the impact of the Global Dimension in schools.

SEELB Curriculum Advisory and Support Service

appendix 2

What is SEELB CASS view of the Global Dimension?

There is no overall SEELB CASS view on the Global Dimension because the programme has only come to the attention of individual officers who have either a remit in this area or a particular individual interest. We believe it would be useful to have an awareness raising / information session for ALL CASS colleagues. We believe they would benefit from experiencing your programme. This would be the case across all 5 ELBs.

How much emphasis is placed on global education within your beginning teacher/CPD programmes?

The Global Dimension would not be addressed as a stand alone issue with Beginning Teachers. It might be addressed on a subject/area of learning basis to a lesser or greater extent depending on: context; and awareness of Officers organising / leading training for Beginning Teachers. The Global Dimension should be raised in Initial Teacher Training and built on in the course of Early Professional Development, including the First Year as a Beginning Teacher. Not sure how aware Beginning Teachers are of Global Dimension

From the SEELB CASS perspective, what value does the Global Dimension bring to education and learning?

We can only speak as Environment and Society /Learning for Life and Work Officers but it would seem that the following might be important:

- What is the added value of the Global Dimension on top of what is already being taught in the Geography, History, Citizenship, RE and PD programmes? Is it a way of connecting a number of issues in a more coherent way? To make things more understandable for learners?
- What are the issues of overlap?

- Methodologies seem to be useful, developing critical literacy;
- Some of the learning and teaching activities are very useful; Some of the resources developed for the programme are useful.

What challenges does the SEELB CASS see in the promotion of the Global Dimension in education?

- Initiative / new programme over-load – asking teachers to take on more things;
 - Resistant staff;
 - Getting schools to recognise the value of subject areas working together – connecting the learning. Some teachers in some schools see their 'academic' subject as being more important;
- Time for staff to get out of school to be trained; time in school to disseminate learning and experiences.

How useful would a policy resource for NI be? Very useful.

Who should a policy resource target?

Teacher Trainers; Curriculum support agencies (e.g. CASS, CCEA); School leaders; and Teachers.

To what degree should a policy resource inform:

- **teaching and learning** should build on corner stones of RNIC – active learning, AfL, TS&PC – e.g. through suggested learning, teaching and assessment activities developed through the programme.
- **teacher training/professional development.** It should inform both teacher training and CPD for all teachers.

Council for Catholic Maintained Schools (CCMS)

This statement from CCMS on the Global Dimension has been conveyed to all our schools:

The Council for Catholic Maintained Schools, in promoting a culture of excellence consistent with the ethos of Catholic Education, encourages each school to play an active role in developing young people as citizens for an interdependent world.

All young people have a responsibility to ensure that the benefits of the world are protected and sustained for future generations, and that the principle of social justice is exemplified in how we respect and embrace each other's rights and differences.

NI Council for Integrated Education (NICIE)

NICIE and the Global Dimension in Schools

The Global Dimension is integral to the work conducted within integrated schools, bringing aspects of global citizenship to life, providing exemplars of diversity and enabling young people to gain an appreciation of interdependence and an awareness of how local and global issues link.

The focus on social justice, human rights and conflict resolution provide opportunities for teachers and students to explore and establish the relationships which exist between their personal, community, NI experience and the experience of young people growing up in other societies. This clearly enriches the educational experience of young people in integrated school environments and provides rich material for teachers.

The Global Dimension in NICIE's work & publications

The declaration of ethos for integrated schools, as laid out in the Statement of Principles for Integrated Education (signed by the Board of Governors of integrated schools) describes the integrated school as providing:

"..a learning environment where children and young people from Catholic and Protestant backgrounds, as well as those of other faiths and none, can learn with, from and about each other. The promotion of equality and good relations extends to everyone in the school and to their families regardless of their religious, cultural or social background. Integrated Education is value-driven and child-centred. It is delivered through a holistic approach with an emphasis on developing every aspect of a child or young person's potential".

The four core principles of Integrated Education are equality; faith and values; parental involvement and social responsibility.

The Global Dimension resonates with 'equality' and 'faith & values' but is particularly important in terms of 'social responsibility' and the affirmation that pupils should be encouraged to:

- understand and engage with the use of non-violent means of conflict resolution;
- demonstrate mutual respect and understanding towards others and develop tolerance and trust of those who are different;
- appreciate the interdependence between society and the natural environment it inhabits.

Global Dimension: priorities and delivery

It is important to raise young people's awareness and understanding of how global issues impact on the lives of individuals, communities and societies.

Secondly, greater awareness should be created of how each person can actually influence the global. From an Integrated Education perspective, each of the eight 'Global Dimension in Schools' concepts (ie. values and perceptions; diversity; social justice; conflict resolution; human rights; sustainable development; global citizenship and interdependence) are interconnected and should be prioritised.

Local & Global Citizenship should not present the only vehicle for delivering the Global Dimension. Rather, it should be an approach adopted by teachers for enriching and delivering the existing school curriculum and enhancing the ethos of the school.

NI Council for Integrated Education (NICIE)

Making the Global Dimension a success

Initial teacher training (conducted mainly in a segregated fashion in Northern Ireland) doesn't adequately equip teachers for successfully facilitating young people in exploring global education issues. Therefore, personal and professional staff development is required to enable teachers to feel comfortable in exploring global development issues with young people.

Support should also be offered to schools (where appropriate) in terms of revising school policy in order to reflect an emphasis on global education concepts and useful resources should be developed and disseminated. Any resources need to be produced in a way that supports and underpins the revised curriculum.

The role of agencies beyond formal education

Providing good practice training for teachers, particularly. Also, developing resources to support the delivery of the Global Dimension.

The role of political representatives

Primarily, our politicians need to provide support and weight to the policy documents around a 'A Shared Future' and 'Cohesion, sharing and integration'. This would positively signal to young people that there is political support for our own society moving forward with greater integration at its core.

Beyond that, our local politicians need to demonstrate an awareness and lend support to the development of a system of education that will prepare our young people for today's globalised society.

The challenges

Potentially the Global Dimension could be regarded as a 'tag on' to the existing curriculum which could result in it being squeezed and not receiving due attention.

Moreover, teachers may lack confidence in their ability to engage thoroughly with global education issues and consider their knowledge to be lacking.

The current political and social climate in NI

The Global Dimension is far down the agenda and the current political climate is not particularly supportive. This is illustrated by last summer's negative incidents with Romanian workers and their families, feeding into a xenophobic attitude which is merely an extension of the innate fear of difference which categorises Northern Irish society.

Policy resource

The development of an evolving policy resource would be extremely useful. In terms of key content, development issues become an integral component of education policy and practice in Northern Ireland. Other than primarily targeting educational policy makers, a resource should also consider the whole school community, Governors, Staff, pupils and parents.

Education and Training Inspectorate

ETI understanding of the Global Dimension in Education

There is no common corporate view, definition of understanding of the term. The Environment and Citizenship Panel have an agreed understanding, as a result of work done on the ESD Survey (February 2010). ETI colleagues are encouraged to read all survey (and other) reports. Therefore, an understanding of this term will be shared with a wider group of ETI colleagues.

From the ETI ESD Survey: *"it is aimed at making young people aware of some of the most challenging questions facing society today, e.g. Issues regarding conflict and peace, poverty and excess wealth, interdependence and dependence, and human rights. Our young people need to understand and appreciate the changes that are occurring in the world".*

The value of the Global Dimension

From ETI perspective, the Global Dimension:

- creates a real and relevant context for delivering aspects of the Curriculum, an opportunity to explore values and human rights with children;
- provides an opportunity to explore issues which are of interest to children and young people;
- provides an opportunity for pupils to take action and demonstrate a sense of individual and collective responsibility for human rights and environmental issues (through Eco-schools, fundraising, Comenius, international links, etc);
- very helpful to teachers in delivering the three core objectives of the Curriculum, and in particular the key elements such as ESD, Citizenship, Cultural Understanding, Ethical Awareness, etc., which all KS3 Area of Learning strands must deliver;

- can help with a better understanding across education system / wider society around concepts such as diversity, multiperspectivity, human rights, conflict resolution, as NI becomes more diverse, as we emerge from the period of conflict and build a more democratic society;
- provides an opportunity for young people to become aware of the wider world and to give them a sense of their role as a world citizen. It helps them understand how the world works economically, politically, socially, culturally, technologically, and environmentally; and
- encourages young people to participate in and contribute to the community, at a range of levels, from local to global, and to take responsibility for their actions.

Visibility of the Global Dimension

Very limited opportunities in inspection reports to explicitly identify good practice in this area. The recent survey report on ESD report identifies the Global Dimension as an integral element of ESD and contains the concepts of the Global Dimension as an appendix.

As part of the inspection process, we do look at schools' external links and will comment in reports on good practice - this may include Comenius or other projects which raise pupils' awareness of global links and issues.

Generally, comments tend to focus on links with parents and the local community. Any policy statement on Global Dimension needs to make links with other policies on anti-bullying and promoting equality, and to other relevant policies, such as, healthy schools, inclusion, behaviour management, eco-code, etc.

Education and Training Inspectorate

What opportunities does the ETI see for the inclusion of a Global Dimension in learning and teaching?

There are opportunities for teachers at all levels to introduce the children to a wider range of experiences of different cultures, countries and environments and begin to explore these, challenging stereotypes and perceptions and investigating how we are connected. This can be done play-based learning activities in pre-school and Foundation Stage where characters in books and stories and toys represent a range of different cultures.

Also in Key Stage 1 and 2, the WAU and Literacy activities offer opportunities to explore and debate global issues. In addition the Mutual Understanding of aspect of PD and MU can be used to develop the children's sense of empathy and critical literacy; where they begin to question why people hold certain viewpoints. Such issues might be extended during circle time activities. There is also evidence that children in primary schools are involved in looking at aspects of the Global Dimension through whole-school involvement in FairTrade, Eco-schools, Rights Respecting Schools and International Schools etc.

It is an essential concept at post-primary level - in order to fully deliver the NIC objectives of developing pupils as individuals, contributors to society and to the economy and the environment. In post-primary schools, all subjects should touch on some of the eight concepts of Global Dimension through their exploration of the key elements. Good opportunities are provided within Citizenship, Geography, and RE.

Local and Global Citizenship in particular, (with its key concepts of Diversity and Inclusion, Equality and Social

Justice, Democracy and Active Participation, underpinned by Human Rights and Social Responsibility) lends itself well to the Global Dimension - Schools are required to explore the issues at global as well as local level.

There is evidence from the best practice that global issues are being used to promote thinking skills (e.g. problem solving) and schools are also using global issues (interdependence, fair trade etc) in order to help connect the learning across several subject strands.

What are the challenges?

For teachers to become more aware that the Global Dimension is not just about adding on global content, but that it is about a more enquiry based to exploring issues that have a Global Dimension.

To enable teachers (for example in Geog, technology, science etc) to see that almost every topic has a global context that can be explored, and that looking at the Global Dimension can provide a context for the delivery of the statutory requirement.

To have access to appropriate resources, strategies, training to equip teachers to appreciate the potential and the practicalities of doing this in the classroom.

What role does the ETI have in supporting the inclusion of the Global Dimension in learning and teaching in NI?

Currently there is no such requirement in ETI reports. The focus is mainly on Literacy and Numeracy. Some reference might be made to the school's links with other (international) or involvement in Comenius or Eco-schools,

Education and Training Inspectorate

or occasional references to examples of good practice in Maths. English which might have a global context.

ETI anticipate that down the line, when the NIC is more embedded, ETI may be looking at how individual subject strands are delivering the key elements including ESD and others relevant to the Global Dimension etc. (as part of inspecting how schools are delivering the curriculum - but this is speculative -not determined at present).

What role can other agencies beyond formal education (for example, NGOs) have in helping promote the Global Dimension in education?

- Raising awareness of the range of opportunities.
- Assisting teachers in developing a wider range of strategies - focus needs to be on strategies, raising awareness about possibilities, training rather than provision of resource packs.
- Providing opportunities for initiating and maintaining links with international schools.

How useful would a policy resource for the Global Dimension in NI be?

- It would be useful but should be part of an ESD policy resource.
- There is a danger that this might be viewed as another new initiative (additional to ESD, Citizenship etc).
- Must be careful to strengthen the Global Dimension within the recently introduced key elements of the NIC.

What should be the key content of such a policy resource?

Who should a policy resource target?

To answer this, ETI suggest all stakeholders are consulted.

Stakeholders should include:

- Principals and teachers
- ELBs/ESA
- Teacher Education

To what degree should a policy resource inform:

(a) learning and teaching; and (b) teacher professional development?

- Major focus on teaching and learning to give teachers the tools and the confidence/competence to move towards a more investigative & enquiry based approach to developing the children's attitudes, aptitudes, values.
- Policy can only inform professional development if funding is found to support implementation

Social Democratic and Labour Party (SDLP) NI

Value and Visibility of the Global Dimension

Global Dimension in schools is a key part of our international development strategy. Carmel Hanna, in her position as all-party group on international development, lead the campaign to have this issue debated in the Assembly on 1st April 2008. The aim of the SDLP was to promote a strategy for development education that integrates a Global Dimension into the school curriculum. We have always been supportive of Global Dimension in schools and continue to be so. For the SDLP education in schools should be focused on mainstreaming the thinking on international development into every class and lesson.

Teachers in all subject areas should introduce a consciousness of global issues into their teaching. Within the revised curriculum, citizenship education aims to develop the capacity of all young people to participate positively and effectively in society, to influence democratic processes and to make informed and responsible decisions throughout their lives as local and global citizens.

The SDLP are leading advocates on international development issues, SDLP representatives founded the All Party Group on International Development, aimed at raising awareness and giving practical help to developing countries. Education has always been a key priority for the SDLP and we believe that international development and education should go hand in hand in order to introduce skills that enable young people to combat injustice, prejudice and discrimination. We promote the international dimension as a very significant and real part of their learning experience.

Teaching a Global Dimension - key areas

For the SDLP the key priorities include global warming, climate change and accessing sustainable development sources. The SDLP recognise the importance for young people to be aware of how our actions affect the rest of the planet, and how what happens elsewhere influences our lives at home, school and work. We must play our part in tackling those challenges that face the rest of the world: poverty, injustice and inequality, free and fair trade, climate change, global warming and sustainable energy development.

Support required

Teachers and schools should be provided with adequate training to enable them to introduce the Global Dimension in to all lessons they teach. Teachers and schools need to be confident and well prepared, they need to have access to the necessary resources and technology to facilitate the teaching of global dimensions.

Role of politicians and non-education agencies

Organisations that carry out charitable work in the developing world should be invited into schools to encourage and facilitate young people to take time out to help those in the developing world and bring home enthusiasm and inspiration for these projects.

Schools should work with organisations such as Plan-ed, VSO, DCSF Global Gateway, Share your world and BBC World Class to secure international collaboration with other schools. Twinning and linking up with other schools provides the opportunity to find out information about different countries, cultures and climates and promotes real Global Dimension in the classroom.

Social Democratic and Labour Party (SDLP) NI

Politicians must work together to provide strong leadership and to help raise awareness. Dominic Bradley MLA and SDLP Spokesperson will continue to promote the Global Dimension in schools, raise the issue at the Education Committee and on the floor of the Assembly. Promoting the development of language skills is a practical measure that our politicians can take.

Challenges and current climate

The fact that our teachers are under pressure under resourced, if Global Dimension in education is to be successful teachers need adequate support, training and resources.

Northern Ireland has come through a significant period of conflict, during which we received a lot of help from the rest of the world — the nations of the European Union; eminent and wise statesmen and influential figures from the United States, Australia, New Zealand, Canada and other places; and bodies such as the International Fund for Ireland, which supported us financially — came to our moral and material aid when we were mired in a seemingly intractable and insoluble impasse. Subsequently, we have a lot to offer other countries which face similar seemingly ‘intractable problems’ even more than that we have an obligation to help others in need just as the same way we received help. Northern Ireland is uniquely placed, because of our background to effectively support the global dimensions agenda.

Policy resource

Global Dimension in schools is a key part of our international development strategy but the SDLP believe that educationalists would be best placed to give advice as to the

policy resource for Global Dimension in schools in line with the Northern Ireland Curriculum.

Detailed method

appendix 3

There follows a brief overview of the method, particularly the procedure, employed during the data collection phase of the consultation process.

Summary of research method

The consultation essentially consisted of two parts. The first was an extensive literature review including a best practice mapping exercise. The second strand employed a key informant survey employing interviews within formal education and policy sectors. Data from these were used to determine the policy environment for the Global Dimension; and identify opportunities for and challenges to advancing the Global Dimension in schools.

Data collection was primarily through structured face to face interviews with identified key informants. Interviews were supplemented with:

- (a) “position statements” written and provided by key informants, on behalf of their organisations. Each respondent was issued with a set of structured questions, thematically identical to those employed in the interviews, allowing for modifications to reflect organisational remit.
- (b) focus group data.

In all instances, an agreed set of questions was employed. Questions were designed thematically, to allow modifications to content in order to reflect the scope and remit of specific organisations, whilst facilitating comparison across responses.

Key informant interviews

Simply stated, key informant interviews involved interviewing a pre-identified and specifically targeted group of individuals who were likely to provide needed information and insights on the subject matter. This approach was chosen as it is strongest where the primary purpose of the study is to generate suggestions and recommendations. A number of informants was identified in the planning stage as potential interviewees and contacted accordingly. Interview questions were focused around a set of core questions. These questions were modified to be suitable for the relevant key informant organisation.

Position statements

The secondary data collection method was self completion of a brief questionnaire through provision of a 'position statement'. This option was made available to those keen to participate in the consultation process, but unable to attend an interview within the data collection window. The issued questionnaire comprised of questions modified from the set interview questions. Participants were issued interview questions in the short questionnaire format, and asked to answer each question, outlining their organisational position on Global Dimension in Education and the development of a policy resource. It was decided that the broad, exploratory nature of the consultation process allowed for this approach, and in adopting this approach, the overall number of responses (and therefore available data) was increased.

Detailed method appendix 3

Focus group

Focus groups were included to provide supplementary data from Initial Teacher Education providers.

Sample and sampling considerations

Given the nature of the consultation, judgment sampling strategies were adopted. The objectives of the consultancy helped determine those most appropriate to act as key informants, and in accordance with the terms of reference set by GDSNI, the sample used for the purpose of the consultation included key representatives from the formal education and education policy sectors. Additionally, the design incorporated two overlapping means of identifying key informants:

- *Positional* informants were chosen by virtue of the positions / seniority they hold in target organisations.
- *Reputational* informants, were chosen on the basis of their reputations as being very knowledgeable about specific issues important to the study area. Essentially, all participants were reputational.

Informants were also defined by domain (sphere of professional or institutional activity, with which key informants are associated):

- educational organisations with a policy remit;
- educational organisations with a training / development remit; or
- from a political background with educational remit.

All key informants could be classified as broadly high positional status, medium-high reputational status, lending weight to the findings generated.

25 organisations were identified as key informants and contacted. These included educational policy makers, NI Assembly Committees, NI Political Party Education Spokespersons, Education and Library Boards, Teacher Unions, and Teacher Training providers. Of these, fourteen organisations agreed to participate in the consultation process (response rate 56%). Of those who responded, 100% of data were determined to be useable. (see Appendix 1 for details of participating organisations).

The Questions

Interview and position statement questions were designed to examine the following themes:

1. organisational view, understanding and experience in practice of the Global Dimension;
2. presence and profile of the Global Dimension in organisational activities and materials;
3. perceived value of the Global Dimension initiative;
4. barriers to and opportunities for its effective implementation;
5. roles and responsibilities, including role of educationalists, politicians, NGOs, communities and other external agencies; and
6. development of Global Dimension policy resource - (a) establishing the perceived need and usefulness; (b) content and scope; (c) target audience.

Detailed method

appendix 3

As previously noted, questions were modified to be suitable for the relevant key informant organisation being targeted. Modified questions did not deviate from the core questions greatly, and remained true to the general thematic integrity. Broadly speaking, questions were modified to reflect whether key informants were from educational organisations with a policy remit, from educational organisations with a training / development remit, or from a political background with educational remit. Wording of these questions reflected best practice in research design and 'Plain English' guides (Plain English Campaign, 2001)¹.

Procedure

Data collection protocols were derived and modified from Total Design Method (TDM)^{2,3}, and best practice in survey work, and interviewing⁴ / focus groups⁵.

A pre-contact phase involved 'announcing' the survey to all identified informants. This involved issuing an initial contact letter, outlining the consultation process, advance information on data collection methods and timeframes, and provision of information on the Global Dimension initiative. Additionally, this introductory letter explained why respondents were chosen for participation, emphasised the importance of their participation while clearly stating that it was voluntary, and assuring confidentiality of final findings.

All subsequent contact, whether by telephone or post followed a specific timetable, employing techniques from established methods such as Total Design Method. A follow-up telephone call (five days after issue of introductory letter) was made to seek participation, either through (face-to-face or telephone) interview or provision of a position statement. This was followed by a second call five days later.

A second shortened letter was issued (contents as the first) for those participants not secured after ten days from the issue of the first letter, with follow-up telephone call another three days later.

Two more telephone calls (day 15 & 22) were made to secure participants, after which time, the participant was no longer contacted.

Where participants agreed to participate in an interview, a confirmation letter containing details of interview, and a set of questions were issued. Where participants agreed to provide a position statement, a confirmation letter, set of questions, a self addressed envelope and return date where provided. Those who agreed to provide a position statement were issued a 'reminder' email a week in advance of the agreed return date. Those who had not returned a position statement by this date were firstly contacted by telephone (three days post-deadline) and a new return date agreed, then by a follow-up mailing, (six days) providing a replacement materials. There were two more follow-up calls (as above).

Detailed method

appendix 3

All data were collected during a twelve week period between February and April 2010. The data collection phase was extended by four weeks to accommodate a number of respondents who were willing to participate, but unable to do so within the original data collection window. Data collection coincided with 2010 Parliamentary election campaigns, and consequently uptake amongst political parties was severely hampered.

Interviews

Interviews were arranged at a time and venue suitable to the informant. All those who agreed to interview opted for the face-to-face option, and as such, telephone interviews (although factored into the design of the study) were not employed. Interviews were conducted employing established best practice.

Interviews typically commenced with introductions, an explanation of the consultation purpose and process, explanation of the voluntary nature of the interview, an opportunity for the interviewee to raise queries, and with consent being sought.

Once consent was secured, the researcher supervised data collection and captured data via digital recorder. In a number of interviews, a second researcher transcribed and made notes to supplement recorded data (see guidelines issued by Nyamathi and Shuler, 1990). Each researcher was issued an interview guide / protocol, and made aware of the role of various questioning techniques (e.g. probes, leading questions, etc.).

On receipt, consent forms were safely stored, subject to completion of the consultation process. Recorded data were transcribed, supplemented with notes as relevant. All materials were treated in accordance with appropriate data protection requirements. Participants were informed that all data would be presented in the final report in aggregate, and that direct quotes would only be used (a) with their prior consent and (b) that they would see this in the draft policy resource, for purposes of interpretative validity.

Focus Group

One focus group was conducted with an 'Initial Teacher Education Cluster Group', as part of a Global Dimension in Schools NI Seminar. This focus group offered an opportunity to elicit group data from ITE organisations from across Northern Ireland, and gauge their views and experiences of Global Dimension practice and issues. As a method, focus groups are an economical means of data collection; quick and low cost. It was hoped that this focus group would capture a wider range of responses than individual interviews, generate ideas, identify priorities, and supplement the data gathered quantitatively. As previously, focus groups were conducted employing best practice and established techniques.

A discussion guide and a set of focus group questions - slightly adapted from the interview questions - were developed. These, although not intended to be employed stringently, were developed to be used to control the flow of questions during the focus group session, to ensure derived data reflected the pre-identified themes (and were therefore compatible with other data captured). The focus group was managed by two researchers: one who was primarily responsible for conducting

Detailed method

appendix 3

the focus group, the other for note taking / recording. As with interviews, digital-recording was considered the optimal method for capturing the discussions. An assistant moderator oversaw this process and took hand written notes to complement recordings.

The focus group began with introductions, a summary of the consultation process and its purpose, outlining participation / right to withdrawal; how the data were to be used; and with consent being sought. The session then shifted to an in-depth investigation of participants' perspectives and issues, employing the discussion. Throughout, the moderator managed the session and ensured that all topics were covered without overtly directing the discussion. Once the session had ended, participants were given the opportunity to ask questions. The closure created an opportunity for participants to alter or clarify positions they have made in earlier discussion. All recordings were transcribed and interpreted by the second researcher.

Analysis

Although broad strategies for focus group analysis have been published (Vaughn et al, 1996; Krueger, 1998), a definitive process for analysing data does not exist. On this basis, it was decided that the easiest way of analysing data would be question by question, looking for unique / cross-cutting themes within and across the pre-identified areas. The data were then presented by organisation, with an overall summation of findings provided.

Ethical issues

Participation in this consultation was on a voluntary basis, based on informed consent regarding data collection and usage. Participants were free to withdraw at any stage. All responses were treated in accordance with best practice guidelines in research and all data subject to rigorous data protection. Data was presented, where applicable, in aggregate across the aforementioned themes. Where data are attributed to an informant / organisation, informed consent was sought and the exact content made available to the informant in order to fulfil the requirements of interpretative validity.

Section endnotes

1. See 'The A to Z of alternative words': www.plainenglish.co.uk/files/alternative.pdf and 'How to write in plain english' <http://www.plainenglish.co.uk/files/howto.pdf>
2. TDM is an established set of procedures and techniques aimed to maximise return / participation rates of up to 90%. The method is designed with postal administration primarily in mind, but core elements (i.e. design / administration, pre-contact and contact protocols / schedules, personalisation, etc.) can be easily modified to accommodate telephone, face to face and other data collection methods.

Detailed method

appendix 3

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