

An Introduction to Global Learning Guidance for Schools



**GLOBAL
LEARNING**
Programme

Education for a Fair and Sustainable World

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What is the Global Learning Programme?

The [Global Learning Programme \(GLP\)](#) is a three year support programme for primary, post-primary and special schools designed to strengthen the capacity of teachers and senior leaders to embed global learning (GL) as a whole-school approach and in doing so enhance the teaching of Geography, Local and Global Citizenship, PDMU, and the World Around Us. Participating schools are provided with flexible teacher training, resources and guidance grounded in the NI Curriculum.

Each participating school nominates a teacher to lead on global learning. Initially, the programme is focused on delivering global learning within the classroom, for example, through an upcoming topic, but schools can choose to continue their journey and begin work towards embedding global learning using a whole school approach. Support is provided throughout the programme and schools are rewarded for their achievements with Global Learning Certificates (see GLP process in appendix 2).

There are Global Learning Programmes taking place in Northern Ireland, Scotland, England and Wales, all funded by the UK government. In Northern Ireland, the GLP is managed by the Centre for Global Education, a resource base for global learning situated in Belfast (see www.centreforglobaleducation.com). Over 300 schools have already taken part. Case studies of global learning practice in participating schools can be found on the GLP website: www.globallearningni.com/case-studies.

How is the Impact of the GLP Measured?

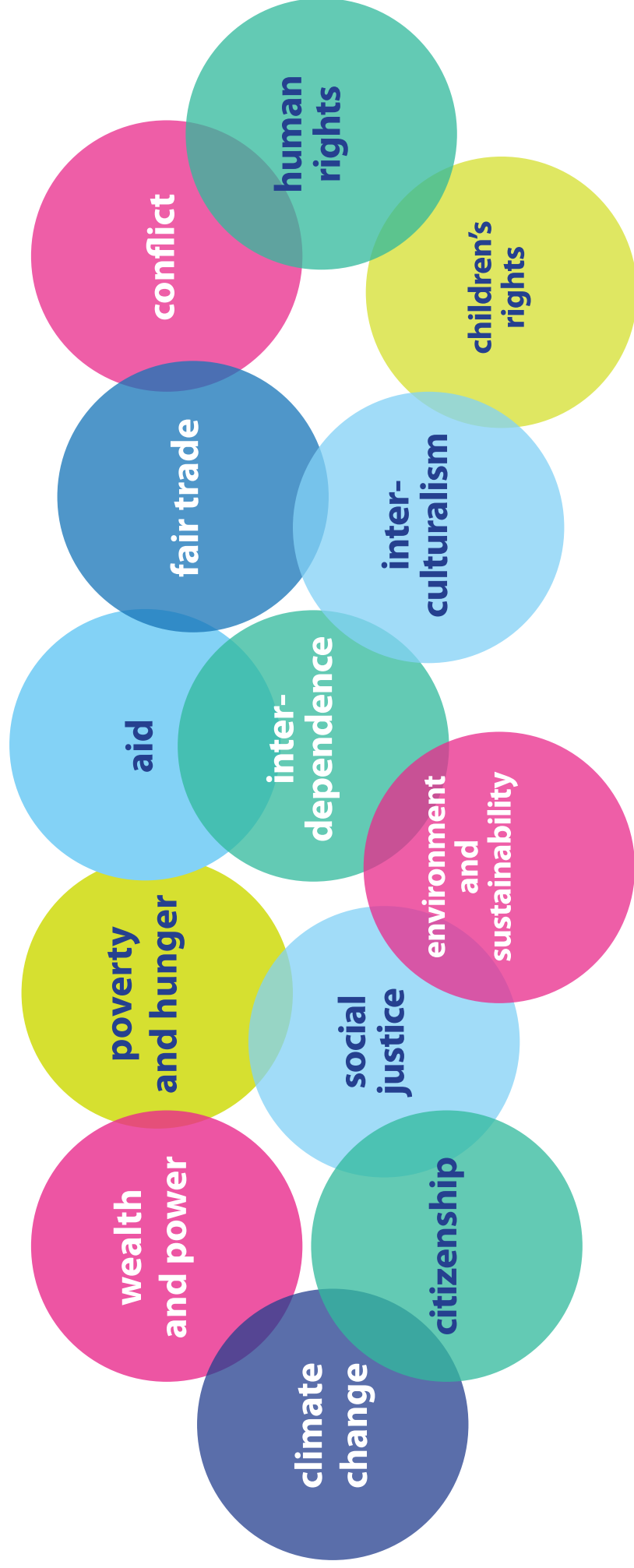
Ulster University has been commissioned to gather evidence of how a whole school approach to GL can be developed, resulting from inputs provided by the Global Learning Programme. Research reports are available on the GLP website: www.globallearningni.com/about-the-glp/the-impact.

What is Global Learning?

Global learning is essentially education for a fair and sustainable world. In other words, a world free of poverty where all human beings are treated with respect and dignity and where individuals, communities, businesses and countries behave in a way that meets the needs of the present without compromising the needs of future generations. Key global learning concepts include poverty, global inequality, social justice, sustainable development and global interdependence.

Global learning helps pupils make sense of the increasingly globalised, complex and rapidly changing world in which they live. It enables pupils to think critically about world issues and to develop an awareness of the impact our own actions can have on others. A holistic approach to global learning equips young people with the essential knowledge, skills, attitudes and dispositions that will enable them to realise their potential and make a positive contribution to our world. Typical global learning themes include such topics as those in the diagram on the following page.

Global Learning Themes



The Context for Global Learning

On 4th December 2014, UN Secretary-General Ban Ki-moon informally presented to UN Member States. He provided them with an advanced, unedited version of his synthesis report on the post-2015 development agenda, known as *The road to dignity by 2030: ending poverty, transforming all lives and protecting the planet*. The following extracts from his presentation serve to highlight the context and need for global learning:

- Our globalized world is marked by extraordinary progress alongside unacceptable - and unsustainable - levels of want, fear, discrimination, exploitation, injustice and environmental folly at all levels.
- Young people will be the torch bearers of the next sustainable development agenda through 2030. We must ensure that this transition, while protecting the planet, leaves no one behind. We have a shared responsibility to embark on a path to inclusive and shared prosperity in a peaceful and resilient world, where human rights and the rule of law are upheld.
- Transformation is our watchword. At this moment in time, we are called upon to lead and act with courage. We are called upon to embrace change. Change in our societies. Change in the management of our economies. Change in our relationship with our one and only planet.
- In an irreversibly interconnected world, the challenges faced by any become the challenges faced by each of us - sometimes gradually, but often suddenly. However, facing these vexing challenges is not simply a burden, it is, far more, an opportunity to forge new partnerships and alliances that can work together to advance the human condition.
- New demographic trends are changing our world. We are already a global family of 7 billion people, and we are likely to reach 9 billion by 2050. We are an ageing world, as people live longer and healthier lives. We are increasingly an urban world, with more than half the world's population living in towns and cities. And we are a mobile world, with more than 232 million international migrants. These trends will have direct impacts on our goals and present both challenges and opportunities.
- We live in a world of plenty, and at a moment of enormous scientific promise. And yet, for hundreds and hundreds of millions across the globe, this is also an age of gnawing deprivation. The defining challenge of our time is to close the gap between our determination to ensure a life of dignity for all, and the reality of persisting poverty and deepening inequality on the other.

The members of the UN launched a new set of ambitious Global Goals in September 2015, also known as the Sustainable Development Goals (SDGs). These aim to finish the job of the previous Millennium Development Goals (MDGs), towards which enormous progress was made.

Goal 4 focuses on ensuring “inclusive and equitable quality education and promote lifelong learning opportunities for all”. A specific target, SDG 4.7, is to ensure that by 2030 “all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”.

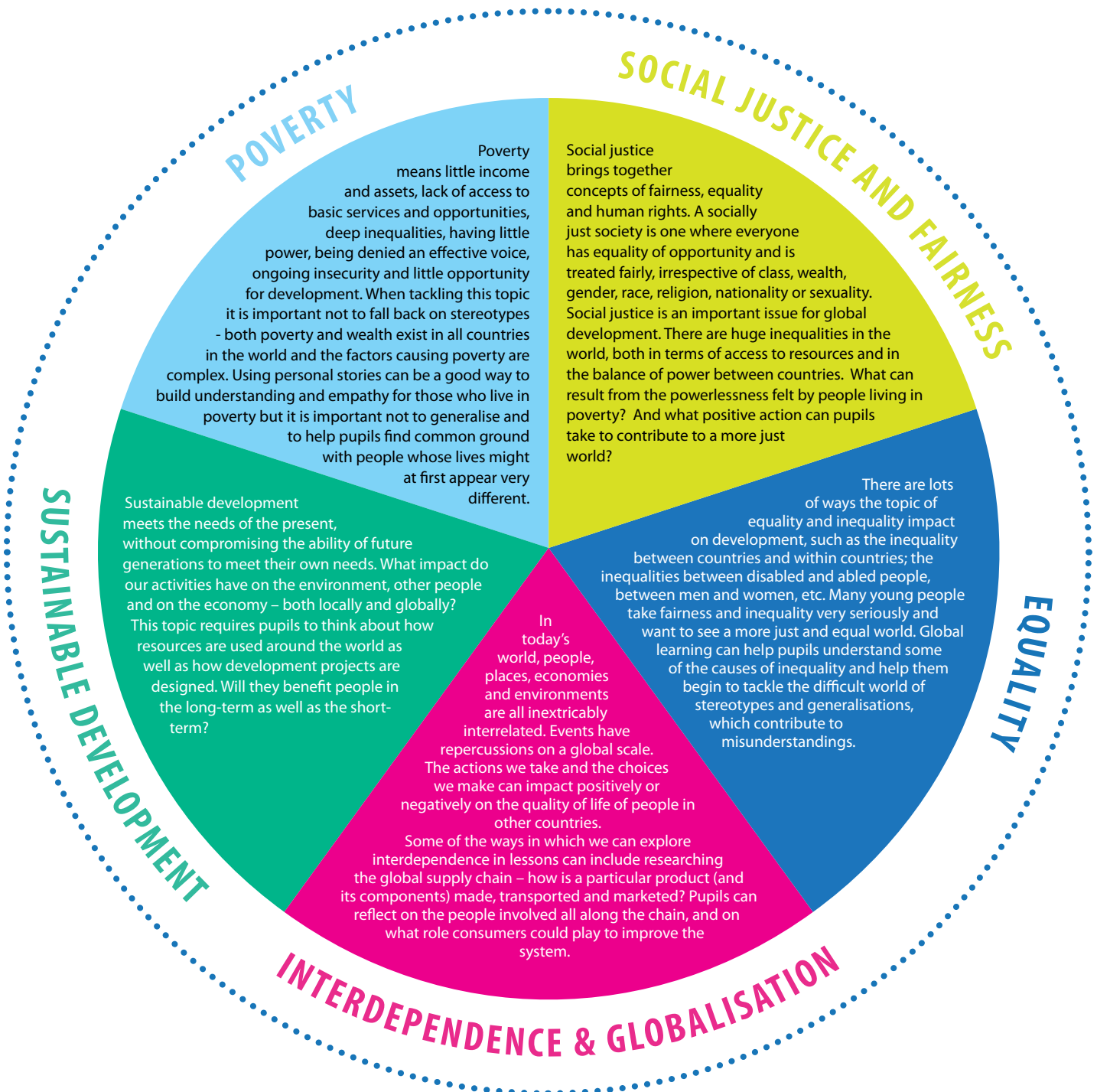
THE GLOBAL GOALS

For Sustainable Development



Global Learning Concepts

A number of interconnected concepts are at the core of global learning.



Progression in Global Learning

Global learning provides a range of outcomes for pupils. Oxfam GB has developed a comprehensive curriculum for global citizenship in *Education for Global Citizenship: A guide for schools*. The guide illustrates pupil progression across a range of areas, including knowledge & understanding, skills & capabilities, and values & attitudes. This offers teachers a valuable framework for approaching planning and assessment for global learning, as well as a reference for reflecting on where learning outcomes are already integrated into teaching and learning activities. Examples can be found in the table below. The full guide can be downloaded here: www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides.

| | | FOUNDATION | KEY STAGE 1 | KEY STAGE 2 | KEY STAGE 3 |
|---------------------------|--|---|---|---|---|
| Knowledge & Understanding | Social Justice and equity | What is fair/unfair? What is right and wrong? | Awareness of wealth and poverty. | Fairness between groups. Causes and effects of poverty and inequality. Role as local and global citizens. | Inequalities within and between societies. Different views on the eradication of poverty. Role as local and global citizens. |
| | Globalisation and interdependence | Sense of immediate and local environment. Awareness of different places. | Sense of the wider world. Links and connections between different places. | Trade between countries. How we rely on other places. Fair Trade. | Awareness of interdependence. Awareness of our political system and others. Ethical consumerism. |
| Skills & Capabilities | Critical Thinking | Listening to others. Asking questions. | Looking at different points of view. Developing an enquiring mind. | Detecting bias, opinion and stereotypes. Assessing different points of view. | Media literacy. Making informed decisions. |
| | Ability to challenge injustice and inequalities | Beginning to identify unfairness and take appropriate action. Expressing a view. | Beginning to identify unfairness and take appropriate action. Beginning to state an opinion based on evidence. | Recognising and starting to challenge unfairness. Finding and selecting evidence. Beginning to present a reasoned case. | Starting to challenge viewpoints which perpetuate inequality. Learning to develop/change position through reasoned argument. Negotiation. |
| Attitudes & Dispositions | Empathy and sense of common humanity. | Concern for others in immediate circle. | Interest in and concern for others in wider sphere. | Empathy towards others locally and globally. | Compassion and sensitivity to the needs and rights of others. Sense of common humanity and common needs. |
| | Commitment to social justice and equity. | Sense of fair play. | Sense of personal indignation. Willingness to speak up for others. | Growing interest in world events. Sense of justice. Belief that things can be better and individuals can make a difference. | Concern for injustice and inequality. Willingness to take action against inequity. Open-mindedness. |

Global Learning through the Curriculum

As stated in the *Big Picture* diagram for Key Stage 1 & 2, the Northern Ireland Curriculum aims “to empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives” within our increasingly unequal, interdependent and rapidly changing world, which presents them with many challenges as well as opportunities. The curriculum provides ample opportunities to integrate global learning at both primary and post-primary level.

At all stages children should be encouraged to become active participants in the learning process. Teachers should involve children in the choice of global learning topics that interest them and, where possible, learning should be connected to current events in the world around them. Teachers should ensure that, where appropriate, aspects of the other Areas of Learning are integrated.

The introduction to the *Northern Ireland Curriculum: Primary* states that, “Teachers... have considerable flexibility to make decisions about how best to interpret and combine the requirements so as to prepare young people for a rapidly changing world.” The inclusion of global learning from the beginning of a child’s primary education provides a sound foundation for lifelong learning and engagement in this area.

Research has shown that even very young children can identify basic needs and discuss and explore the consequences if these are not met. With appropriate facilitation and support, young children can articulate their own concerns and emotional responses to social justice issues. They are capable of seeing another’s perspective and recognise feelings of sadness, anxiety and concern in other people. This ability provides the opportunity to explore global issues from the perspective of those affected by them and consider possible solutions. Children are also sometimes subject to the power of negative imagery which needs to be addressed through a deeper and more sustained exposure to balanced and varied depictions of the wider world and its people.

There are many ways that schools can introduce global learning within their teaching, from topic based learning and the cross-curricular skills to traditional subjects and connected learning. Choose a starting point and develop global learning in whatever way suits you, your pupils and your school. Each school will have its own global learning journey and we hope the ideas given in this guidance document, shared during our training and provided on our website will help you on your way. See appendix 1 for ideas to help get you started.

‘The role of education is to help prepare learners to become successful and fulfilled individuals; full participants in society; active contributors to the economy and custodians of the environment for future generations.’

‘Education has a responsibility to prepare young people to...engage positively with others in sharing and protecting the resources of the planet for now and future generations.’

‘[Young people] should have opportunities to consider issues of diversity and inclusion, equality and justice, human rights and social responsibility.’

All of the above excerpts are taken from the Statutory Curriculum at Key Stage 3 (CCEA).

Examples of Classroom Practice in GLP Schools

St Patrick's and St Brigid's Primary School, Ballycastle

Anne-Marie Fitzpatrick was selected to lead on global learning within the school. At Foundation level, teachers try to incorporate global learning in simple ways, such as reading aloud a story from another culture or showing clips from [Little Human Planet](#). P6 pupils do a two-month topic on fair trade, while the P5 classes cover water, including looking at water worldwide and considering how we can use water responsibly. P7 pupils took part in Unicef's OutRight campaign, which is held annually and empowers children to speak out about their rights. They wrote letters in support of child refugees, urging the government to take action.



Dromore High School, Dromore

Global Learning Lead Teacher, Chris Rankin, has been considering ways for global learning to be embedded within the curriculum. Ideas include Year 9 students undertaking a cross-curricular exploration of the new [Sustainable Development Goals](#), which will include a lesson dedicated to each of the 17 goals. As part of an international mural exchange, Year 11 pupils have filmed murals across Belfast, from street art in the city centre to repurposed paramilitary murals. Pupil voice and participation are central to the planning and delivery of global learning in Dromore.



Rossmar School, Limavady

Corrienne Archibald, who leads on global learning for Rossmar, carried out an audit on global learning. This was a very positive experience and highlighted just how much the school was already doing in this area. She realised that there were elements of global learning in some of the topics covered by students. For example, post-primary students studied fair trade, water and the environment in their classes. What was needed was more coordination and to build on this existing work. Corrienne has created a 'useful resources' folder online in which she deposits anything she thinks a colleague might find valuable. At present, global learning is primarily delivered through Personal Development and Mutual Understanding (PDMU), Learning for Life and Work (LLW), Environment and Society, and Religious Education. Pupils also participate in initiatives which complement the GLP. Some entered a recent Christmas Card competition run by the Department for International Development on the theme of 'Friendship Around the World'.



Curriculum Ideas Key Stage 2

| STATUTORY REQUIREMENTS KS2 | Global Learning Activities/ Resources KS2 |
|--|---|
| Listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources (KS2 Literacy) | <p><i>Chaga and the Chocolate Factory</i> by Bob Hartman. Set in Mali, this is the story of Chaga, a boy from a poor family. Chaga is invited to go to a chocolate plantation where he dreams of having his own bicycle, eating lots of chocolate and even having a chocolate bicycle! However, once he gets there he does not find rivers of chocolate but that he has been sold into slavery. Will he and the other boys ever escape and become free again?</p> <p>www.globaldimension.org.uk/resource/chaga-and-the-chocolate-factory</p> |
| Collect, classify, record and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software (KS2 Numeracy) | <p><i>If the World Were a Village</i> by David J. Smith & Shelagh Armstrong. This book reimagines the world as a village of 100 people. Key global statistics are explored and visualised in an interesting and very understandable way. Why not get pupils to do work using these statistics? For example, they could collect, classify, record and present data on world statistics to their peers using ICT.</p> <p>www.globaldimension.org.uk/resource/if-the-world-were-a-village</p> |
| Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications (KS2 WAU) | <p>SOS, Trócaire's resource for children at Key Stages 1/2, which explores the theme of self, others and our relationship to 'stuff' and consumerism. This resource looks at how we make decisions and choices, especially around consumerism and how these can affect people in other parts of the world.</p> <p>www.trocaire.org/getinvolved/education/resources/sos-interactive-learning-resource-and-guidance-notes</p> |
| How movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods (KS2 WAU) | <p><i>Four Feet, Two Sandals</i> by Karen Lynn Williams & Khadra Mohammed. This story is set in a refugee camp in Peshawar, on the border between Afghanistan and Pakistan. When relief workers bring used clothing to the camp, ten-year-old Lina is thrilled when she finds a sandal that fits her foot perfectly - until she sees that another girl has the matching shoe. But soon Lina and Feroza meet and decide that it is better to share the sandals than for each to wear only one.</p> <p>www.globaldimension.org.uk/resource/four-feet-two-sandals</p> |
| Human rights and social responsibility (KS2 PDMU) | <p><i>Lift Off</i> from Amnesty International. Included are ten lessons to build knowledge of human rights issues. Together, they take a look at equality, refugee issues and the Convention on the Rights of the Child.</p> <p>www.amnesty.org.uk/resources/resource-pack-lift</p> |
| Use a range of media, materials, tools and processes such as: drawing, painting, printmaking, malleable materials, textiles and three-dimensional construction, selecting which is appropriate in order to realise personal ideas and intentions (KS2 Art) | <p><i>Make Wire Toys</i>, developed by Send a Cow. This lesson is based on the toys that children in Africa often make out of wire and 'scrap'. There are examples of these ingenious toys in the pdf and hints and tips for how to make your own. This forms the basis for a great art lesson and can lead to some discussion about different cultures and recycling waste materials. Children should wear safety goggles for this one!</p> <p>www.sendacow.org.uk/lessonsfromafrica/resources/wire-toys</p> |

Curriculum Ideas Key Stage 3

| STATUTORY REQUIREMENTS KS3 | Global Learning Activities/ Resources KS3 |
|---|--|
| Engage, through language, with their peers and with fictional and real-life characters and situations, to explore their own emotions and develop creative potential (KS3 English) | <i>Sold</i> by Patricia McCormack. The story of Lakshmi, a thirteen-year-old girl living with her family in a small hut in the mountains of Nepal. Her family is desperately poor, but her life is full of simple pleasures, like raising her black-and-white speckled goat, and having her mother brush her hair by the light of an oil lamp. But when the harsh Himalayan monsoons wash away all that remains of the family's crops, Lakshmi's stepfather says she must leave home and take a job to support her family. www.indiebound.org/book/9780786851720 |
| Analyse and interpret information patterns relating to local and global trends (KS3 Maths) | <i>Human Rights in the Curriculum: Mathematics</i> from Amnesty International. Use Activity 19 Handling data: Fair Trade Chocolate and discover with pupils how much of the price you pay actually goes to the producers of fair trade and other products. www.globaldimension.org.uk/resource/human-rights-in-the-curriculum-mathematics |
| Demonstrate an awareness of their own relationships to other places, peoples and environments, from local to global (KS3 Geography) | <i>The Geography of My Stuff</i> , published by the Royal Geographical Society. This online unit of work focuses upon the interconnections and inter-relationships that link teenage consumers living in the UK with societies and environments overseas (where the goods they purchase are made). www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/The+geography+of+my+stuff/The+geography+of+my+stuff.htm |
| Investigate critical issues in history or historical figures who have behaved ethically or unethically (KS3 History) | <i>History of the Red Cross Story Board</i> by the British Red Cross. The origins of the Red Cross are explained in a series of short sentences and images. It is an intriguing and extraordinary story. You could just read it, or give it to students to read. They could present it as a drama or series of tableaux. It could form a storyboard for a video they could make. Or it could become a graphic story with cartoons drawn by students. www.redcross.org.uk/What-we-do/Teaching-resources/Quick-activities/Red-Cross |
| Investigate why rules and laws are needed, how they are enforced and how breaches of the law affect the community (KS3 Citizenship) | <i>Milking It</i> , an Oxfam resource. World trade rules are unfair and often disadvantage farmers in developing countries. This interactive resource helps you to explore international trade issues through farmers' real life experiences. Using the lives of two farmers from Wales and Jamaica, you can teach about the unfair impact these rules have, and how these rules are decided. This resource can be used directly by learners or on a whiteboard. www.oxfamblogs.org/education/milking_it/milkingit |
| Explore some ethical dilemmas arising from scientific developments (KS3 Science) | <i>Science: A Global Dimension</i> from CCEA. The activities in this resource should enable pupils to be aware of the problems of using 'conflict minerals' and the humanitarian aspect of technological goods production and have a greater understanding of the importance of water conservation and the concept of access to clean water as a human right. www.nicurriculum.org.uk/global_dimension/index.asp |

www.globallearningni.com has information on how to access other relevant resources.

Appendix 1: Ideas to Get You Started

- Use the global learning wall planner available from Global Dimension to identify days you can base activities around, e.g. World Food Day (16th October), World Toilet Day (19th November) or World Water Day (22nd March). You can find the wall planner here: www.globaldimension.org.uk/wallplanner.
 - Ask each teacher to focus on one lesson this term where they can include a global learning focus. Use ten minutes of a staff meeting to share practice and discuss questions raised by pupils.
 - In Key Stage 1, focus on simple concepts such as fairness, e.g. the importance of sharing and sustainability. The need to re-use and not waste things.
 - Give fellow teachers a resource you particularly like, ask them to use it and discuss afterwards.
 - Develop school-based peer education approaches, e.g. P6 could research a range of issues and prepare simple presentations for younger pupils.
 - Connect pupils to the UN Sustainable Development Goals by participating in the World's Largest Lesson in September each year. See www.worldslargestlesson.globalgoals.org for a host of ready-to-use learning activities.
 - Include authors from different countries in texts for literacy. Use a statistical resource or infographic from Oxfam or Trócaire as the basis of a focused numeracy activity.
 - Use a team planning meeting to identify a topic area that lends itself to global learning and consider ways in which pupils can engage with global learning concepts critically.
 - Focus on developing pupils' understanding of how taking action can bring about change. Looking at a particular theme such as sustainability, pupils could explore the types of different actions which can be taken:
 - Personal: Walking to school. Choosing to purchase recycled and energy efficient products.
 - Group-led: Switching off lights when no one is in a room at home or in school.
 - Institutional: Carrying out an environmental audit of the school.
 - Community-based: Getting involved in initiatives like Tidy Towns or engaging with national/international actions, such as climate change targets.
- A noticeboard focusing on 'action' might help pupils visualise all of this. *Get Global* is an excellent resource for this developed by a consortium of leading NGOs: www.oxfam.org.uk/education/resources/get-global.
- Establish a global learning resource folder/ box that teachers can add to when developing activities.
 - Allow class-based time for the ongoing theme, 'What's in the News?'. Pupils bring articles and share on-line content, with time given to discuss the issues. Both BBC Newsround (www.bbc.co.uk/newsround) and The Day (www.theday.co.uk) are designed for a younger audience. It would be important for a teacher to see news stories first, facilitate discussion, and establish clear and safe approaches, e.g. everyone's perspective is valid, we do not need to agree with another view, but we can understand why a person might hold that view.
 - Use a skills-based approach for planning for global learning. Use the skills section from Oxfam's *Education for Global Citizenship* guide, which is found at www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides, to develop pupil outcomes. Focus on using active learning methods that will give pupils a range of experiences to develop this skill over the course of a couple of terms, e.g. through planned lessons, PDMU, reacting to news stories.

Appendix 2: GLP Certification Process

From the start of 2017, all schools participating in the GLP earn certification by completing the steps below.

Registration

A Senior Leadership Team (SLT) Representative must register the school on the Global Learning Programme, nominate a teacher to participate in the training and support them throughout the GLP process.

Continuing Professional Development Training

The nominated Global Learning Lead Teacher attends one training day (supply cover of £140 provided) and one follow up twilight session two to three months later. In between the training day and twilight session, teachers are asked to deliver a global learning lesson relevant to their current topic area and to complete a reflective questionnaire. The training day and twilight session are both facilitated by a Global Educator.

Introductory Certificate

Schools can choose to continue their GLP participation beyond this point, receiving additional support and certification as they progress. This will involve your school beginning to embed global learning using a whole school approach.

Self-Evaluation and Planning


The SLT Representative and lead teacher jointly carry out a whole school self-evaluation on global learning, create global learning actions for the School Development Plan and cascade key learning to colleagues.

Level 1 Certificate

Implementation and Review

Global learning actions are implemented. The lead teacher attends two further GLP approved CPD events, either provided by the GLP team or one of our partners. The SLT Representative and global learning lead teacher jointly carry out a second whole school self-evaluation on global learning after the first year of implementation and create new global learning actions for the school development plan.

Level 2 Certificate



This guidance document has been published as part of a three year initiative in Northern Ireland called the Global Learning Programme (GLP), which is funded by the UK government and managed by the Centre for Global Education. The GLP aims to embed global learning as a whole school approach in primary, post-primary and special schools through the provision of a range of supports including training and resources. This document has been developed to complement GLP training and provide guidance to schools on how to enhance global learning through curriculum teaching and learning.

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